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ABSTRACT

The evaluation reviews the implementation of the "Crossroads Cafe" English language instruction program in Florida, focusing on the program's management, training, and overall effectiveness as measured by its impact on adult English-as-a-Second-Language (ESL) teachers and learners. "Crossroads Cafe" is a series of videotape recordings and closely related print instructional materials designed for adolescent and adult ESL learners. The half-hour episodes feature six characters in a neighborhood restaurant, documentary-style segments on cultural themes, and animated segments on language functions. Evaluation of the programs' management looks at project background, humanistic management, promotional strategy, implementation models, teacher training workshop locations, and materials distribution. Assessment of training quality focused on training philosophy, trainer development, workshop components, trainer strengths, and immediate evaluation of workshops. Programs that were part of the follow-up evaluation, interviews with teachers and students, and effective practices were also assessed. Results are summarized here, and recommendations are made for improvement in each of those areas. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Crossroads Café

English Language Program

Crossroads Café Implementation Florida Evaluation

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Teri McLean
External Evaluator

Judd Butler, Interviewer

Evaluation Support Team:
Judy Jameson
Joye Shaffer Ed.D.
Robert H. Shaffer Ph.D.

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July 1, 1996 — June 30,1997

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Crossroads Café ENGLISH LANGUAGE PROGRAM

Crossroads Café Implementation Florida Evaluation

Teri McLean,
External Evaluator

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July 1, 1996 — June 30,1997

THE *Crossroads Café* ENGLISH LEARNING PROGRAM IS MEETING WITH ENORMOUS SUCCESS IN THE STATE OF FLORIDA. PROGRAM DIRECTORS, TEACHERS AND STUDENTS ALIKE ARE ENTHUSIASTICALLY INCORPORATING MATERIALS INTO THEIR CURRICULUM IN AN INFINITE NUMBER OF CREATIVE WAYS AND AT ALL LEVELS. THIS EVALUATION WILL IDENTIFY WHAT THE FLORIDA DEPARTMENT OF EDUCATION AND FLORIDA HUMAN RESOURCES DEVELOPMENT, INC., ARE DOING RIGHT TO BRING ABOUT THIS AMAZING RESPONSE TO IMPLEMENTATION IN FLORIDA.

• FUNDING PROVIDED BY: ADULT EDUCATION 353 GRANT # 536-19170-7P531 •

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Appreciation goes to the Florida Department of Education and IN•TELE•COM , for their innovative partnership which provided funding for this study. Bob Potsko (Florida DOE) and Bob Miller (IN•TELE•COM) were especially supportive of Crossroads Café in Florida and the subsequent project evaluation.

Jonathan Boggs of Heinle and Heinle, an international Thomson Publishing Company, supplied Florida *Crossroads Café* user shipping records.

Gratitude goes to Ron Froman, Executive Director of Florida Human Resources Development, Inc. and Tony Lagos, Adult Education and Training Specialist, whose vision and commitment to adult education in Florida is notable. The researchers benefited both professionally and personally from Ron Froman and Tony Lagos' perception of Crossroads Café implementation in Florida.

Sincere appreciation goes to the competent and committed Training Team of Florida Human Resources Development, Inc. Without their cooperation and support, much of the content analysis could not have been conducted. They also helped direct the focus of the study and therefore were indirectly co-designers of this evaluation. Thanks to José Alvarino, Debra Hargrove, Maria Koonce, Ph.D., William Koonce, Judy Langelier, Rachel Porcelli, and Clair Valier. Special recognition goes to Mary Puleo for tabulating countless circle-choice evaluation forms.

Admiration goes to the practitioners and learners from Dade, Broward, Palm Beach, Orange, Hillsborough, and Sarasota counties who agreed to participate in the study. The evaluators respect the many adult speakers of other languages who have the energy to learn English, thereby enriching their lives, the lives of their families, and the nation as a whole. The evaluators send equal veneration to ESL practitioners who often endure difficult conditions, yet continue to give generously of their time and efforts to help students realize their goals. Unfortunately, commitments of confidentially prevent us from naming specific participating individuals and organizations, but heart felt appreciation goes out to them for letting us into their classrooms and for taking time to talk with us nonetheless.

Judy Jameson, from the Center for Applied Linguistics, Sunbelt Office, Joye Shaffer, Ed.D., and Robert Shaffer, Ph.D consulted with evaluators at the design development and summation stages of the evaluation process. Their concern for the accuracy and validity of this report is very much appreciated.

Last but not least, Kathy Momberger, worked magic on the layout and graphic design of the final manuscript.

Teri McLean
External Evaluator

Judd Butler, Assistant

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Executive Summary and Recommendations

The purpose of this evaluation was to comprehensively review the implementation of *Crossroads Café* English Learning Program in Florida by Florida Human Resources Development, Inc. This report reviews management, training, and overall effectiveness as measured by the impact on adult ESL practitioners and learners. Included in this report are recommendations for additional efforts which will foster effective statewide implementation of *Crossroads Café* in classroom and hybrid settings as well as possible steps to initiate distance learning.

The background research provided, revealed that the demand for English as a Second Language (ESL) instruction surpasses the current ability to provide services to traditional and non-traditional adult learners. Thus, Florida needs alternative instructional methods to deliver ESL instruction to diverse ESL learners. A brief *Crossroads Café* materials overview is provided to describe the unique components of the English learning program. The *Crossroads Café* materials are designed to accommodate multi-level settings and are adaptable for various implementation models.

Management was reviewed in part I and included these subjects: project background, humanistic management, promotional strategy, implementation models, training workshop locations, and materials distribution. The evaluators concluded that the Florida Department of Education and Florida Human Resources Development, Inc. were successful partners in meeting project goals. The decision to require inservice training before distributing materials proved to be a crucial step toward effective program implementation. As the evaluation unfolded, the researchers found that Florida Human Resources Development, Inc. provided inservice training beyond the original scope of its 1996 implementation proposal. In fact, workshops took place in 19 counties in addition to the five originally proposed pilot counties— effectively reaching more than 2500 practitioners and approximately 27,000 adult learners. By targeting adult education classroom programs in the strategic plan initially, Florida Human Resources Development, Inc. enabled trainers to take advantage of the educational infrastructure already in place. Through the classroom *Crossroads Café* gained exposure quickly and news of the innovative program spread. Thus, the classroom model was used to reach new populations in the hybrid setting, hence building new capacity. The evaluators found both classroom and hybrid models of implementation currently functioning to serve traditional and non-traditional learners, but could find only indicators for potential distance learning models. Therefore, distance learning technology, though available, remains an untapped resource for *Crossroads Café* implementation.

Part II investigated training quality which comprised training philosophy, Train the Trainer development, components of workshops, trainer strengths, and immediate evaluation of training workshops. The evaluators found that the broad vision shared by the Florida Department of Education and Florida Human Resources Development, Inc. increased the range of ESL training to include non-traditional ESL as well as other adult learners. Unstructured interviews with trainers determined that Train the Trainer development produced well designed workshops that addressed the areas of theory, practice, modeling, coaching for application, and feedback. Further, although the training team was diverse, they were found to share common strengths such as enthusiasm, creativity, and genuine concern. Immediate evaluation of workshops took place in the form of circle-choice questionnaires which found workshops based on *Crossroads Café* materials to be valuable and positive learning experiences for both practitioners and trainers. Components of workshops were rated by the

vast majority of participants as excellent and worthwhile; participants' contributions were helpful to trainers for improving workshops as well as targeting new populations.

In part III, the evaluators described the programs that were part of follow-up evaluation, analyzed practitioner and student unstructured interviews, identified effective practices, and provided quotes from practitioner and student interviews. The goal of follow-up evaluation was to measure the impact of training and the subsequent use of *Crossroads Café* curriculum by ESL practitioners and learners in Dade, Broward, Palm Beach, Orange, Hillsborough, and Sarasota counties. Through site visitation and unstructured interviews, the focus of the inquiry became (1) practitioner and student impressions of materials, (2) effective practices with videos and print materials and (3) common practitioner and student themes brought to interviews. The interviews revealed that trained *Crossroads Café* users found *Crossroads Café* to be a high-quality, adaptable, user-friendly tool that offers learners relevant content within the context of an engaging story. This combination reportedly made instruction more interesting and effective. The evaluators found that when practitioners used *Crossroads Café* Curriculum in ways consistent with training, they exert a direct and positive impact on the educational setting, and hence on the way students learn. Observation of ineffective practices using the materials made it possible for the evaluators to see the negative impact untrained educators have on learners, even when using otherwise superior materials. Therefore, the evaluators conclude, on-going inservice training and follow-up support are essential to ensure that ESL practitioners are effective providers and that *Crossroads Café* will be used to its potential.

Overall, *Crossroads Café* was found to be an innovative and effective approach to ESL instruction, and the evaluators believe this instructional program can be used to meet the diverse needs of adult learners in Florida when offered by trained practitioners through a variety of models including classroom, distance, and hybrid learning models.

RECOMMENDATIONS:

SUGGESTIONS FOR IMPROVING MANAGEMENT INCLUDE:

- Develop more efficient record keeping system.
- Assist programs in developing implementation models.
- Conduct regular follow-up site visits.

SUGGESTIONS FOR IMPROVING TRAINING WORKSHOPS INCLUDE:

- Formalize self- or peer evaluation.
- Incorporate the presentation of theory into workshops.
- Develop different workshop modules to accomodate flexible time schedules.
- Establish some criteria for the dissemination of materials
- Develop an efficient data collection system.

SUGGESTIONS FOR IMPROVING TRAINING WORKSHOPS FROM FOLLOW-UP EVALUATION INCLUDE:

- Emphasize the need for on-going training and program support.
- Disseminate effective practices for use of videos and print materials.
- Consider the following topics as additional content for future workshops: learner needs assessment, sense of community and language learning, learning through hands-on experience, the unique characteristics of distance learning and use of technology.

Crossroads Café Implementation Florida 1997

EVALUATION PLAN

WHAT'S ON THE MENU:

Part I — Components of Mangement

Part II — Quality of Training

Part III — Follow-up Evaluation: The impact of training and material on practitioners and learners

PURPOSE

Florida Human Resources Development Inc. completed its first year with IN•TELE•COM on *Crossroads Café* Implementation Florida on June 30, 1997. The director requested an evaluation for the purposes of refining and/or improving specific components of management, training, and effectiveness of the project as a whole, specifically as it pertains to the impact of *Crossroads Café* English Learning Program materials on the Florida adult ESL population.

DESIGN

This evaluation is presented in three parts: Part I focuses on specific components of management; Part II analyzes effective training workshops; Part III investigates follow-up evaluation of training as it relates to the use of *Crossroads Café* materials and their impact on educators and adult ESL students in the state of Florida.

Using a naturalistic inquiry process (Lincoln and Guba, 1985), the evaluators collected documents for content analysis and conducted unstructured interviews with directors, regional trainers, educational practitioners and students. All participants were informed of evaluation plans and procedures. No covert or "blind" measures were employed. Content analysis included training session evaluations, summary statistics, sign-in sheets and training site records. Interviews with program directors, regional trainers and educators were unstructured to allow the focus of the design to emerge as the inquiry progressed. The use of unstructured interviews with ESL students removed the issue of literacy on the part of the respondents.

DATA COLLECTION: RATIONALE AND METHODS

A multi-methodological approach to data collection was adopted including content analysis and unstructured interviews.

CONTENT ANALYSIS

Rationale

Content analysis enabled evaluators to gather information about processes and content (Guba & Lincoln, 1981.) The evaluators drew upon written documents already in existence and therefore did not require additional data-gathering techniques. Because of this, content analysis was an economical measure, especially in terms of time (Smith & Manning, 1982.)

Method

Content analysis included collecting existing documents such as the original *Crossroads Café* Implementation Florida proposal, training session circle-choice evaluation forms, circle-choice form summary statistics, sign-in sheets and training site records. Data was analyzed and reported in narrative as well as visual formats.

Unstructured Interviews

Rationale

Qualitative unstructured interviewing can be described as a conversation with a purpose and is the preferred tactic when it appears that the evaluator will obtain better data or data with less cost. Human-to-human qualitative data collection offered the evaluators an advantage to other measures in that it allowed the evaluator to tap into the experience of experts in their own natural language,and within their own value and belief framework (Guba and Lincoln, 1981). Naturalistic Inquiry allowed the focus of the evaluation to evolve as the inquiry progressed.

Method

Before the interview, the evaluators introduced the nature and purpose of the evaluation. Evaluators allowed interviews to progress naturally and encouraged the respondents to lead the conversation by employing open-ended probes to stimulate conversation and to cover specific topics. The evaluators remained open and eager to learn from the respondents.

Selection of Respondents for Unstructured Interviews:

Part I - Management

Ron Froman, Executive Director of Florida Human Resources Development, Inc., a non-profit organization, and Tony Lagos, Training Specialist, were selected to interview.

Part II - Training

Trainers from counties in Florida with dense ESL populations (Dade, Broward, Palm Beach, Orange, and Hillsborough) and who had completed the majority of the training in the state were selected for interviews.

Part III -Follow-up Evaluation

Educational practitioners and learners with extensive experience using the *Crossroads Café* materials were selected from the five counties in Florida with the largest adult ESL populations (Dade, Broward, Palm Beach, Orange and Hillsborough. Sarasota was added to this study to provide supplementary data.)

PROBES FOR UNSTRUCTURED INTERVIEWS:

Probes: Open ended questions used to stimulate conversaion on specific topics.

Part I – Directors

The evaluators elicited information regarding *Crossroads Café* Implementation Florida project background as well as data related to the components of management including, humanistic management approach to implementation, promotional strategy, and distribution of materials via training workshops and implementation models.

Part II – Trainer

The evaluators elicited information regarding training quality. Training quality issues involved training philosophy, Train the Trainer development, components of workshops and trainer strengths.

Part III – Practitioner

The evaluators elicited information aimed at measuring the impact of the *Crossroads Café* English Learning Program on practitioners. Probes included: (a) implementation model (classroom, hybrid, individual learning); (b) educational methods employed with materials, (c) enthusiasm of teachers, changes in teaching methodology and/or preparatory time, (d) student retention rate, (e) student progress, (f) new populations served and (g) indicators of applicability.

Part III – Student

The eveluators elicited information aimed at measuring the impact of the *Crossroads Café* English Learning program on students. Probes included: (a) likes and dislikes about components of the program, dramedy (part drama and part comedy), *Culture Clips*, *Wordplay*, *Worktext*, *Photo Stories*, and *Partner Guide*, presentation, (b) personal enthusiasm and motivation, (c) progress, (d) use of materials with family and friends .

Procedures

*A. **Collected documents and records:*** proposal, training evaluations and statistical records, records of training site workshops, sign-in sheets and statistical records of ESL student populations.

*B. **Conducted unstructured interviews*** with directors and regional trainers.

*C. **Conducted unstructured interviews with select educational practitioners*** who were both located in the five counties of Florida with dense ESL populations and had extensive experience with the *Crossroads Café* materials.

*D. **Conducted unstructured interviews with select ESL students*** who were both located in the five counties of Florida with dense ESL populations and had extensive experience with the *Crossroads Café* materials. Additional sites were considered as collateral data was needed.

*E. **Documented results of the interviews*** and questionnaires as soon as possible after completion in order to minimize loss and/or distortion of information.

*F. **Completed and reviewed final draft*** of the evaluation with directors before Sept. 30, 1997. The evaluators met with directors to share information, discuss recommendations for ongoing evaluation and bring closure to the evaluation project.

Timeline for Evaluation

May 22	Orientation to evaluation project
June 3	Preliminary evaluation plan review
June 3-30	Evaluation design approval
	Document collection, set-up interviews
July 1-30	Document analysis, collection of interviews
July 23	Progress report
Aug. 1-31	Collection of interviews and analysis
Sept. 1-30	Completion of evaluation

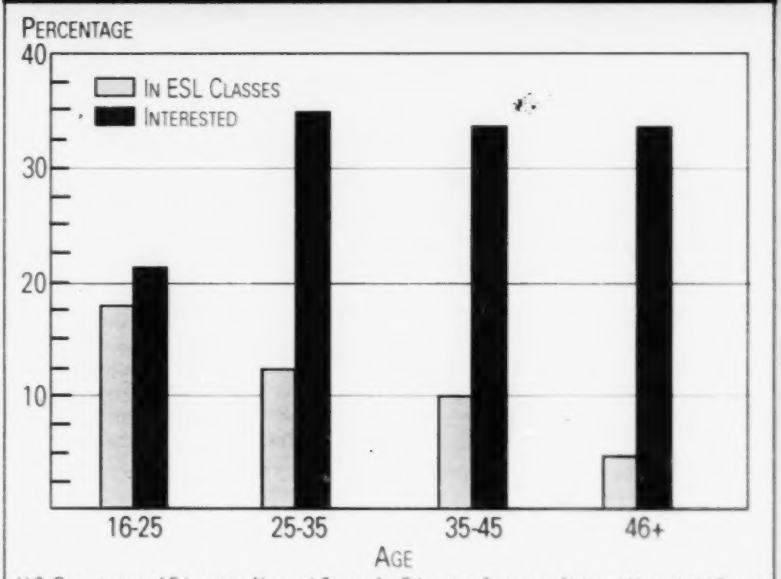
Background

Florida at a Glance

Demand for ESL Instruction:

The demand for English as a Second Language (ESL) education in the United States greatly surpasses the availability of instruction. One National Household Education Survey (NHES) done in 1995, compared the participation and interest profiles of ESL populations over the age of 16. According to this study, approximately 1 out of 10 Limited English Proficient (LEP) adults participated in ESL classes in 1994-95, about 1.3 million people total, but nearly a quarter more, 3 million, expressed an interest in attending English classes but were unable to participate in programs. Work schedules, child care, inconvenient locations, and transportation were all cited as barriers to attendance, but the primary reason was an insufficient supply of appropriate ESL services. Of the 3 million who expressed interest in improving their English skills, approximately half were 36 years of age or older. However, two-thirds of those who actually participated in classes were between 16 and 35 years of age (see figure 1), indicating this age group was more likely to seek ESL instruction in traditional academic settings.

Figure 1. ESL Participation and Interest Rates of Home Speakers of Non-English Languages, by Age Group



U.S. Department of Education, National Center for Education Statistics, National Household Survey (NHES) spring 1995. U.S. Department of Education, Numbers and Needs: Ethnic and Linguistic Minorities in the United States (July 1997) vol 7, no 4

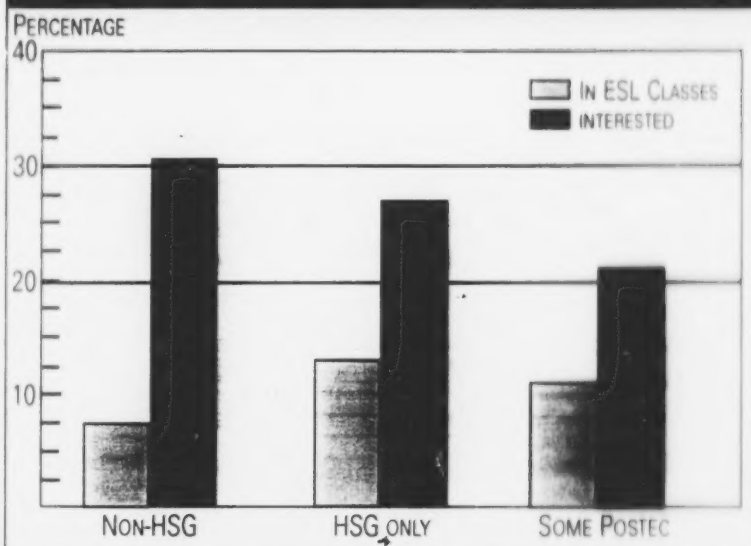
A recent issue of Numbers and Needs (July, 1997) based on the 1995 NHES report, indicates that high school graduates and those with some post-secondary education are most likely to participate in ESL classes, but interest in improving English proficiency remains important for non-high school graduates (see figure 2). The NHES study draws attention to the fact that ESL instruction is needed for all adults regardless of age and educational background.

ESL Populations

ESL populations have different profiles and different needs. Persons who immigrate to the U.S. are most likely to find ESL instructional programs within 2 years of their arrival. Immigrants who have lived in the United States for longer periods of time or who have moved from areas with larger immigrant populations find it increasingly difficult to obtain instruction although their desire to improve their English skills remains high.

In addition, non-native speaking populations tend to be more migratory than native speaking populations. Migrant farm workers are historically the most educationally disadvantaged group in the US. Due to their seasonal work schedules, farm workers are especially difficult to serve. Last, Adult Education programs project 41% of incoming students will have ESL needs (National Statistics on Adult Education, 1996). Multicultural Student Language Education and census data identify the five counties in Florida with the highest ESL populations as (1) Dade, (2) Broward, (3) Palm Beach, (4) Orange, and (5) Hillsborough respectively. Census data shows increases in ESL populations in all counties over the past 10 years. Thus, there are strong indicators that ESL populations are not remaining in isolated pockets in Florida but are moving to all areas of the state. ESL populations are diverse and therefore must be considered separately.

FIGURE 2 — THE NHES STUDY DRAWS ATTENTION TO THE FACT THAT ESL INSTRUCTION IS NEEDED FOR ALL ADULTS REGARDLESS OF AGE AND EDUCATIONAL BACKGROUND.



U.S. Department of Education, National Center for Education Statistics, National Household Survey (NHES) spring 1995. U.S. Department of Education, Numbers and Needs: Ethnic and Linguistic Minorities in the United States (July 1997) vol. 7, no 4

Adult ESL Practitioners:

Another important factor in Adult ESL Education in Florida is the condition under which ESL instructional providers work. The vast majority of Adult ESL instructors are part-time employees who are typically not paid for planning time. Many community-based organizations rely on volunteers for their instructional staff. In addition, many adult ESL instructors come from different professional backgrounds and cannot be expected to understand the principles and methodologies supporting effective ESL instruction without inservice training. Perhaps for the reasons mentioned above, there also tends to be a high turn-over rate in adult ESL instructional personnel.

Student Language Education and census data identify the five counties in Florida with the highest ESL populations as

#1 Dade,

#2 Broward,

#3 Palm Beach,

#4 Orange, and

#5 Hillsborough.

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Distance and Hybrid Learning Models

As new legislation continues to move Florida's educational organizations toward performance-based funding, it will become more cost effective for programs to explore alternative venues to reach more learners. distance learning is broadcasting information from a central point to learners who interact with a facilitator via video and/or computer. School systems, community colleges, and the Department of Corrections have distance learning capability and use distance learning to some degree, but for the most part, distance learning in the state of Florida is largely an untapped resource. Community-based organizations and workplace educational programs have successfully used creative alternatives to the traditional academic setting in a format which can be described as hybrid. Here learners meet with an instructor weekly or monthly, but the majority of the learning takes place independently outside the classroom. Distance and hybrid learning are innovative examples of non-traditional education.

Possible Implications for ESL Programs

- National studies indicate the demand for ESL instruction surpasses the current ability to provide services.
- Florida needs alternative instructional methods to meet the growing demand for ESL instruction in the state.
- New educational avenues must be explored that accommodate work schedules and circumvent the issues, of child care, location and transportation.
- Non-traditional adult learners need access to non-traditional instruction.
- Migratory learners would benefit from a unified curriculum.
- Adult educational programs have a high percentage of ESL students relative to the general population.
- New performance-based legislation in Florida makes distance learning desirable.
- Distance learning and hybrid models of instruction are viable educational enhancements for the future.

Background

Crossroads Café AT A GLANCE

MATERIALS OVERVIEW

Crossroads Café is an entertaining video series with closely related print materials designed for adults and adolescents learning English as a Second Language. This lively 26-episode series focuses on six amiable characters in a neighborhood restaurant, *Crossroads Café*. Each half hour episode also features two video sidebars: *Culture Clips*, a documentary style segment concentrating on cultural themes portrayed in the story, and *Wordplay*, an animated segment concentrating on language functions. Resourceful print materials are based on each episode and provide closely correlated reading, writing and speaking exercises.

The *Crossroads Café* print materials are designed with graduated levels of activities, so learners can either use the same worktext and video episodes over and over as they work through the levels and gradually gain more proficiency, or learners of different levels can work together in multi-level groupings. ESL Program Coordinators can adopt *Crossroads Café* to meet the needs of students from high-beginner to high-intermediate.

Crossroads Café is proof of the superior accomplishment that can result through cooperative effort.

The *Crossroads Café* English Learning Program which debuted in September of 1996 is a partnership between the state agencies of California, Florida, Illinois and New York, IN•TELE•COM , the U.S. Immigration and Naturalization Service, Heinle and Heinle Publishers, the PBS Adult Learning Service, and the United States Information Agency. The program is created and developed by respected ESL professionals across the country and is guided by the same individuals as they serve on the National Academic Council and the National Leadership Council. *Crossroads Café* is proof of the superior accomplishment that can result through cooperative effort.

The components of the program include:

Videos which are divided into 2 sets of 13- 30 min. episodes. Episodes feature diverse cultures and real-life scenarios familiar to many ESL learners. The series is available on video cassette and is also broadcast on most public television stations. Because the state of Florida was a primary investor in the production of *Crossroads Café*, Florida educators may obtain the video cassettes without cost by attending complimentary training workshops. It is important to know that episodes may be recorded from the television or copied from video cassettes without fear of copyright infringement.

Photo Stories are simple pictorial summaries of each episode provided in comic book format. Simplified dialogue is presented in bubbles on full-color photographs from the episodes. This condensed version of the story provides an opportunity for comprehension checks and the low-stress, high-success learning activities especially beneficial to beginning learners.

Worktexts contain language exercises on three levels which are identified by one, two, or three stars next to the numbered item. The exercises develop story comprehension, higher order thinking, metacognitive ability, structural and functional language skills, life skills reading, as well as writing with an opportunity for free-expression. Different formats such as matching, short answer, cloze exercises, and creative writing appeal to different types of learners.

Teacher Resource Books with reproducible masters offer a plethora of teaching tips and communicative group activities. Reproducible activity masters may be purchased separately.

Partner Guides are designed to be used between learner and tutor or learner and a more proficient friend. They are a simpler, more affordable version of the Worktext.

It should be mentioned here that print materials can be used in combination or alone to fit the requirements of individual organizations. For instance, programs with limited funds can get by with videos and the Teacher Resource Book, while those with larger budgets can obtain classroom sets of the Worktexts and Photo Stories. Although the high quality, richly illustrated print materials may seem costly, programs need not purchase the whole package in order to get started.

Crossroads Café is a high quality, cost effective instructional program which can be used to meet the diverse needs of adult ESL learners when offered through a variety of models including classroom instruction, distance and hybrid learning.

Part I

Components of Management

WHAT'S ON THE MENU:

- *Background*
- *Humanistic Management Approach*
- *Promotional Strategy*
- *Pilot Sites: Training and Distribution*
- *Implementation Models in Florida*
- *Findings and Recommendations*

Project Background

When *Crossroads Café* was first proposed, the Florida Department of Education (DOE) had the insight to join the states of California, Illinois and New York as original investors. The Florida DOE was equally visionary when implementation of *Crossroads Café* in Florida began. DOE officials realized that for the *Crossroads Café* English Learning Program to impact Adult Education to its potential, the newly down-sized DOE would need to aggressively target an outside organization with whom to collaborate. The Florida DOE assigned implementation to Florida Human Resources Development, Inc., a non-profit organization, through a grant developed by IN•TELE•COM. Later, the Florida DOE amended the grant to allow INTELECOMto further execute the project. Florida Human Resources Development, Inc. then hired regional English as a Second Language (ESL) Specialists to serve five pilot counties of Florida.

In the planning stages of *Crossroads Café*, the Florida Department of Education realized the versatility of the English learning program, and from its inception believed *Crossroads Café* could meet the varied needs of ESL learners as well as the needs of other adult learners. The classroom, hybrid, and distance learning implementation models make the curriculum adaptable for traditional classroom, workplace, home and community-based organizational settings. The flexible multi-level approach makes it practical for most ESL classrooms, and the self-instructional, context-based print materials appeal to adult learners. In addition, its life-skills, competency-based approach led the DOE to believe the materials could aid in workplace readiness, Adult Basic Education and GED programs. As partners with a shared vision, the DOE and Florida Human Resources Development, Inc. are of the opinion that *Crossroads Café* can make a significant impression on adult education and vocational training in the state of Florida.

Florida Human Resources and Development, Inc.

The Executive Director of Florida Human Resources Development, Inc., Ron Froman, founded the non-profit organization to promote the development of human resources among youth and adults relative to economic development in Florida, and to collaboratively deliver programs and activities appropriate to the enhancement of the state's workforce development system. To accomplish their purpose, Florida Human Resources Development, Inc. comprehensively addresses the following objectives:

The unique partnership between the Florida Department of Education, IN•TELE•COM, and Florida Human Resources Development, Inc. allowed Florida to benefit from experienced English as a Second Language educators who were both knowledgeable and committed to making Crossroads Café successful in their communities.

- To promote and facilitate collaborative agreements among public and private agencies relative to workforce development in Florida.
- To assist in the development of a statewide workforce development training program network to facilitate the dissemination of "best practices" information throughout the state.
- To collaboratively deliver training programs and activities for Florida's workforce development program trainers, managers and related community/state agency personnel.
- To assist in the accessibility to workforce development customer service programs and activities in Florida relative to:
  - Career counseling
  - Support Services
  - Employability Skills training
  - Adult education and basic skills training
  - Technical skills
- To facilitate appropriate research relative to workforce development and recommend new programs and activities needed to enhance Florida's economic development system.

Humanistic Management Approach and Rationale behind Program Implementation

The management team of Florida Human Resources Development, Inc. approached *Crossroads Café* Implementation with a humanistic focus. They saw that the first step in establishing *Crossroads Café* curriculum in adult education was to recognize implementation as a people business. The humanistic management approach involves enabling teachers, counselors, administrators and those who deal with adult learners on a daily basis to better serve their learners so that the learners can advance their skills thereby improving their lives. Through professional experience, Ron Froman and Tony Lagos believe educators who hold current positions need up-to-date information about adult educational strategies and assistance in utilizing that knowledge. Further, educational practitioners need on-going training to obtain as many skills as possible to help adult learners deal with a variety of situations. Educators need training in how to work in teams, how to recognize problems that interfere with learning and how to motivate learners. Froman and Lagos see the *Crossroads Café* curriculum as a valuable tool that can be used to reach this end.

Educators who hold current positions need up-to-date information about adult educational strategies and assistance in utilizing that knowledge.

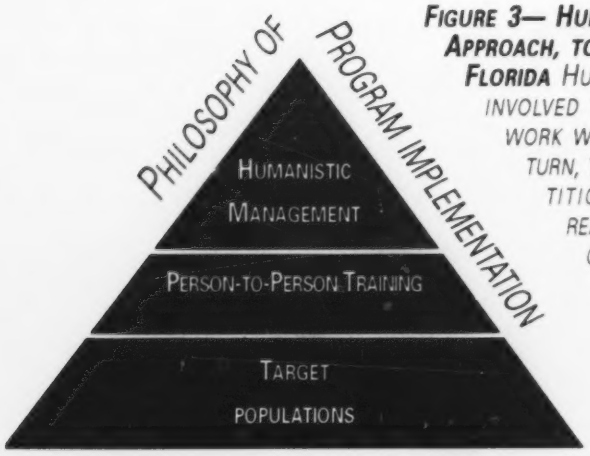

Figure 3— Humanistic Management Approach, to Crossroads Café in Florida Humanistic Management involved training leaders who work with adult learners. In turn, the newly trained practitioners identified and reached new populations of practitioners and learners thereby building new capacity via new populations.

"Humanistic Management is about helping people do a better job with people."

Ron Froman (R.F.)
Executive Director
Florida Human Resources Development, Inc.

Promotional Strategy

Working as partners, the DOE and Florida Human Resources Development, Inc. saw implementation taking place in three stages. The first stage took place from July 1, 1996 – June 30, 1997 and involved forming a team of English as a Second Language (ESL) specialists who could work in the five counties in Florida with the highest populations of limited English Speakers. Those counties were determined to be (1) Dade, (2) Broward, (3) Palm Beach, (4) Orange, and (5) Hillsborough respectively (see figure 5). Through Train the Trainer meetings, participants were introduced to the *Crossroads Café* materials and became aware of the positive consequences for adult education as a whole. The training team then developed strategic plans for their pilot counties. The first organizations targeted for training workshops were school districts, school systems, community colleges, vocational/ technical schools, community schools, and community-based organizations.

The second stage of implementation, July - September 1997, involved a comprehensive review of the initial training, and the preparation of a comprehensive report which will evaluate the current year's effectiveness and recommend additional efforts which will foster statewide classroom commitment and indicators of applicability for hybrid and distant learning models.

The third stage of the project, set to begin October of 1997, will focus on points identified as critical during stages one and two, future partners, new target populations, and integration of *Crossroads Café* materials into other DOE projects around the state such as workforce development, welfare reform, School-to-Work, Even start, Head start, correctional facilities, and community-based organizations.

Crossroads Café Implementation Florida Plan Process — June 15, 1996

1. Visit local program sites in pilot counties (Dade, Broward, Palm Beach, Orange and Hillsborough) to explain and promote Florida's implementation plan for Crossroads Café.
2. Select local consultants who are experienced ESL administrators and others who are teacher trainers.
3. Use Lynn Savage as coordinator of a one-day training session which will
   - train Florida consultants on best practices using the materials.
   - begin to use Florida consultant experience to design a national model.
   - determine consultants who have time, interest, and skills to devote to the project.
4. Create and design a specific training module to be used for initial training sessions.
5. Select and schedule consultants to ensure that a quality team will conduct training at each site.
6. Determine action plan for establishing Crossroads Café in each of the five (5) selected pilot counties (Dade, Broward, Palm Beach, Orange, and Hillsborough).

(SOURCE: Crossroads Café Implementation in Florida Proposal, June 15, 1996 Florida Human Resources Development, Inc.)

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Training Locations and Materials Distribution

Members of the Florida Human Resources and Development Team (Regional Trainers and Directors) scheduled awareness and inservice workshops in pilot counties and throughout the state of Florida to explain and promote *Crossroads Café* in Florida. Sign-in sheets and survey records estimate over 2500 adult educational practitioners have been trained and over 27,000 adult learners have used the series since implementation began June 30, 1996. Figure 4 illustrates the occurrence of *Crossroads Café* inservice and awareness workshops outside of the five pilot counties. An average of 6 organizations were represented at each county workshop; each organizations received a set of videos.

Individual lists of workshop locations are provided separately for pilot counties; each organization represented at workshops received a set of video tapes.

"We want to see Crossroads Café become a vital component of collaborative delivery systems."

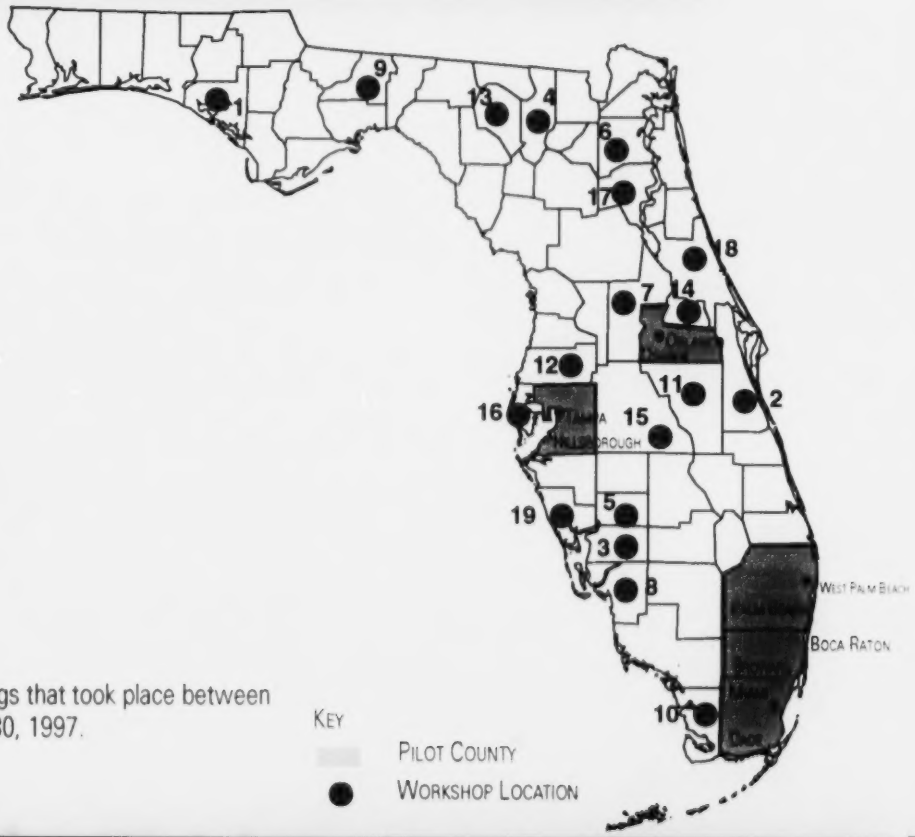
"The more we work together, the more we can get done."

—R.F.

Figure 4 — Distribution of services outside of Pilot Counties Crossroads Cafe Awareness and Inservice Workshops Oct. 1, 1996 – August 27, 1997.

1. Bay*
2. Brevard
3. Charlotte
4. Columbia
5. De Sota
6. Duval
7. Lake
8. Lee
9. Leon
10. Monroe
11. Osceola
12. Pasco
13. Suwanee
14. Seminole
15. Polk
16. Pinellas
17. Putnam *
18. Volusia*
19. Sarasota

* indicate trainings that took place between June 1- August 30, 1997.



Training Workshops Listed by Pilot County:

Dade Co.

Miami Southwest
Miami Lakes Adult
Coral Park Adult (2)
Southwest Adult
Miami Springs Adult Center
American Adult School
The English Center
Robert Morgan Vocational Center
ACE Conference, Crown Plaza Hotel (4)
Coral gables Adult Center (2)
Sunset High School
Ruben Dario Adult Center
Feinberg-Fisher Adult Center (2)
Linsey Hopkins Tech.(2)
Miami Carol City School (2)
Miami Coral Park Adult Center
Westwood Heights Family Literacy Center
Dade Vocational Center
Boyd Anderson High School (2)
Coral Glades Adult School
Dade County Library
Miami-Palmetto Adult Center
North Miami Beach Adult Center
Miami Jackson High School
Miami Dade Community Center
Miami Dade Community College

Broward Co.

Piper Vocational Center
Vocational and Adult District School
McFatty South Vocational Center
Florida Atlantic University (4)
Broward Community College
NOVA University
Marathon High School (2)
Chinese Cultural Center
Broward County Library
GED Testing Site
South Broward
Twin Oaks
Westwood Heights
Parkway
Mirgate Lakes Training Center
Hollywood Hills
Lauderhill
Broward ESL Council Meeting
Vocational, Adult and Community Education Council Meeting (3)
Coral Springs Community School
G. Whiddon Adult Center
Pompano Adult Center
Plantation Community School
Atlantic Vocational School
Lake Learning Center
Cooper City Community Center
Old Dillard Community Center
Lauderdale Manors
Taravella Community School
Deerfield Community School
Oakland Park Family Literacy Center
Charles Drew Family Resource Center (2)
Toyota Family Literacy Center
K.C. Wright Center (2)
Tequesta Trace Center
W.C. Young
Miramar Community School
Crystal Lake Community School (2)
South Broward Community School
Citicorp Center
Broward County Jail
Fort Lauderdale Adult Center (2)
Northeast Adult Community School
South Broward Adult Center
Halendale Adult Center
South Broward Adult Center
Sheridan Hotel
Bair
Fort Lauderdale Northside

Palm Beach Co.

Plantation Community School
Santaluces High School
Florida Atlantic University (2)
Glades Central Adult School
ESL Articulation Center
JFK Literacy Volunteer Center
Suncoast Community High School
Boca Community High School
Delray Full Service Center
Santalucas Community Education Center

Orange Co.

Orange County Adult School

Orange County Leadership Center (2)

Florida Literacy Coalition Annual Conference

TESOL National Conference

Florida State Corrections Conference

Hillsborough Co.

No formal training workshops recorded.

Key:

( ) indicates the number of workshops at a given location.

Implementation Models in the Pilot Counties

Classroom Model

Classroom Model: Students meet with a teacher in a classroom setting where the teacher acts as facilitator.

Florida Human Resources Development, Inc. strategically planned *Crossroads Café* training to begin in adult educational classroom programs during the first phase of implementation. The evaluators found classroom implementation taking place in two formats. (1) Students either viewed the videos and worked in the Worktext and Photo Stories in a lab setting, then attended class to participate in communicative activities, or (2) students experienced the videos, Worktext, and Photo Stories as part of their structured class time. The time allotment and the availability of lab facilities were determining factors when structuring class activities. The evaluators found both formats functioned well. The critical element was reported by teachers and students to be the ability to watch the same episode repeatedly. Many instructors said their students watched each episode a minimum of three times. This repetition was crucial for mastery on the content.

Many instructors said their students watched each episode a minimum of three times. This repetition was crucial for mastery on the content.

Crossroads Café curriculum was used both exclusively (e) and as a supplement (s), once or twice a week. Programs where oral communication and life-skills English were the primary objective tended to rely solely on *Crossroads Café* while programs with more rigid academic objectives frequently used the materials as a supplement to the existing curriculum.

The Heinle and Heinle shipping records document the fact that school systems found the *Crossroads Café* program relevant to their programs. The records do not, however, adequately represent the number of schools using the curriculum as one school district may order for all the schools in the district. Unfortunately, more specific information regarding implementation locations were not available to the evaluators (figure 5). By targeting educational institutions, *Crossroads Café* gained exposure, and success of the innovative ESL product spread quickly to other program types. The evaluators believe the rationale behind classroom commitment is sound and remunerative.

By targeting educational institutions, Crossroads Café gained exposure, and success of the innovative ESL product spread quickly to other program types.

Figure 5—Heinle & Heinle Crossroads Cafe Shipping Records (June 30, 1996 - May 25, 1997).

College, University, Vocational & Technical

Lake City CC, Lake City
Chipola JC, Marianna
Lynn Univ, Boca Raton
South Florida CC, Avon Park
Indian River CC, Ft. Pierce
Mid Florida Tech School, Orlando
Marchman Technical Ed. Cent, Newport Richy
O-Tech Westside Tech, Winter Garden

Community Education

Union County District, Lake Butler
Northeast High School, Oakland Park
East Bay HS, Gibsonton,
Florida Human Resources, Winter Springs,
Center for Community Ed., Big Bend Farm
Walter C Young Comm School, Pembroke Pines
Ft Lauderdale Adult Center
Miami Southridge Adult, Miami
Oldsmar Comm Sch, Oldsmar
Cooper City - School Bd of Palm Beach Cnty, West Palm Beach Boca Raton

School System, School District (S.D.), School Board (S.B.)

St John's County S.D., St Augustine
Leon County S.B., Tallahassee
Jackson County S.B., Marianna
Orange County S.B.., Orlando
S.B. of Dade County, Miami
Brevard County S.B., Viera
Miami Sunset Sr HS, Miami
Ft Lauderdale -S.B. of Broward County
Ft Lauderdale - S.B. of Palm Beach County,
S.D. of Hillsborough County, Tampa
S.B. of Pinellas County, Largo
S.B. of Polk County, Bartow
S.B. of Sarasota County, Sarasota
District S.B. of Pasco County, Land O'Lakes
Comm HS, Boca Raton

Other

Art Institute of Ft Lauderdale
Department of Youth &, Miami
Saddlebrook Resort, Wesley Chapel

Distance Learning Model

Distance learning involves broadcasting information from a central location to remote sites. Learners view from different locations and then interact with a facilitator via video, computer, or in person.

In the case of distance learning with *Crossroads Café*, interaction is designed to take place between the learner and a more proficient speaker through the aid of the Partner Guide. Although the evaluators found no evidence of *Crossroads Café* being used in a true distance learning format, students reported to the evaluators with relative frequency that when they caught the program on PBS, they watched it at home with family and friends. The students said they were able to help less proficient speakers understand the stories. Unfortunately, none of the students interviewed were aware of the Partner Guide. Some libraries kept *Crossroads Café* shelved for check-out, but no formal records were available to the evaluators. Most secondary and higher educational systems in the state have distance learning capability, but the evaluators could not find evidence of distance learning being used with *Crossroads Café*. State correctional facilities also have the capacity to use distance learning, but are not currently using distance learning technology with the *Crossroads Café* program. Informal distance learning is difficult to document, and may be happening with greater frequency than

Community-based organizations and workplace programs successfully served more non-traditional learners using the hybrid model than with the classroom model of implementation.

the evaluators can state. Common sense implies that the potential for distance learning will increase as federal and state funding for distance learning becomes available to school systems and community-based programs. Certainly with clear coordination and communication, distance learning is possible in correctional facilities, school and university systems, and where PBS carries the program series.

Distance learning in the state of Florida is largely an untapped resource.

Hybrid Model

Hybrid Model is a non-traditional educational blend of classroom and distance learning where students meet with a facilitator one to two hours a week, but the majority of the learning takes place at home.

Community-based organizations and workplace programs successfully served more non-traditional learners using the hybrid model than with the classroom model of implementation. Facilitators reported that Teacher Resource Books were helpful with small groups, and one-to-one tutors noted that they worked from the Worktext and Photo Stories primarily. Some program directors adopted select video episodes into Adult Basic Education and workplace readiness programs. In many of the hybrid model programs, students brought blank tapes for their instructors to copy, or programs set up a check-out system for video use. Those programs which could not afford tapes, or were unable to copy videos, watched episodes together in pairs or small groups. Others kept episodes available to the learners in a resource room or student lounge. All program participants interviewed stated that they were unable to depend on local television stations for class syllabus planning. This was unfortunate because most of the PBS stations in the pilot counties broadcast the series. Two of the pilot counties broadcast the series on cable stations as well. The most common reasons for conflict were: inconvenient program times, unpredictable broadcasting schedules, lack of coordination between public television stations and programs. Equally important, all students interviewed confirmed that they had televisions and VCR's, but some did not subscribe to cable television. The interviewers found program facilitators and students alike strongly voiced the need to have access to episodes and books at home for independent learning. Viewing the video many times was stated as a critical factor for success in the hybrid model. Workplace programs and community-based organization creatively adapted the *Crossroads Café* components in a hybrid setting to serve non-traditional learners who said they would not otherwise attend adult education classes. The hybrid implementation model enhances education in Florida thereby creating new capacity.

Lack of coordination between television stations and ESL programs presented difficulty for hybrid models.

Management

Findings and Recommendations

Findings

It is the opinion of the evaluators that the Florida DOE and Florida Human Resources Development, Inc. have been effective partners in the first stage of *Crossroads Café* implementation Florida. In fact, training records show that Florida Human Resources Development, Inc. has provided inservice training beyond the original scope of the 1996 proposal. Awareness and inservice training workshops have taken place in 19 counties beyond the five pilot counties effectively reaching an estimated 2500 adult educational practitioners and 27,000 learners. The pilot county workshop lists clearly indicate that active trainers were able to promote the *Crossroads Café* program effectively in a variety of organizations. In Hillsborough county where the trainer was unable to follow through on her duties, there was considerably less exposure to the materials. Two educators in Hillsborough pursued *Crossroads Café* independently and used the program successfully. Other Hillsborough ESL educators who reportedly knew of the program, but were not supported with adequate training, did not make an effort to obtain and use the materials. Therefore, the situation in Hillsborough county confirms that active training and support are required for successful implementation.

The evaluators observed programs successfully using both classroom and hybrid models of implementation. The critical element determining success in both models was determined to be access to multiple viewing of the *Crossroads Café* episodes. Florida's classroom commitment met with overwhelming success and helped trainers reach new populations of learners. Hybrid model programs built a new capacity in Florida for reaching non-traditional adult learners. Although distance learning technology is not currently being employed with *Crossroads Café* materials, the availability of distance learning in the state is encouraging and remains a viable option for the future. The evaluators believe all three models, classroom, hybrid and distance learning, can be utilized to serve traditional and non-traditional adult learners across the state. The partners' humanistic approach to management and broad vision for adult education connote a bright future for *Crossroads Café* in a variety of programs in Florida.

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Summary

- *Florida Human Resources Development, Inc. provided inservice training beyond the original scope of the 1996 proposal.*
- *Awareness and inservice training workshops serviced 24 counties, 2500 practitioners, and 27,000 learners.*
- *Active trainers were able to promote the Crossroads Café program effectively in a variety of organizations.*
- *Active training and support are required for successful implementation*
- ***Both hybrid and classroom models functioned well –access to repetetive viewing was the key.***
- *Classroom commitment met with overwhelming success and helped trainers reach new populations of learners.*
- *Hybrid models reach non-traditional learners.*
- *The availability of distance learning in the state is encouraging and remains a viable option.*
- *There is a bright future for Crossroads Café in a variety of programs.*

Recommendations

Management

A systematic format needs to be developed for recording the complete names and addresses of organizations, types of organizations, learner populations served, contact people and phone numbers. This information would be helpful for continuing evaluation as well as future training opportunities.

Implementation Models:

- The Florida Human Resources Development, Inc. team might work directly with community-based organizations, correctional facilities, colleges, universities and school systems. Trainers could help to identify specific needs and assist in developing the most appropriate implementation models to meet those in need of service.
- Trainers could develop hand-outs for program directors and teachers that would encourage the use of different implementation models. Options and specifics on how to start and maintain (implementation) models could be included.
- Trainers could develop hand-outs for students to encourage them to use the program with family and friends. Information such as location of nearest Barnes and Noble bookstores, all the components of the program available, channel, and time.
- distance learning methods and planning might be explored and incorporated in follow-up visitation.
- Encourage programs to work with program directors at local television stations to coordinate convienient and multiple broadcasting of *Crossroads Café*.

Recommendations

- *Improve recordkeeping*
- *Assist programs to develop implementation models.*
- *Develop handouts with implementation suggestions.*
- *Coordinate with PBS.*
- *Conduct regular follow-up visits to sites.*

Part II

Quality of Crossroads Café Training

WHAT'S ON THE MENU:

- *Training Philosophy*
- *Train the Trainer Development*
- *Components of Workshops*
- *Trainer Strengths*
- *Immediate Workshop Evaluations*
- *Findings and Recommendations*

Training Philosophy

The training philosophy behind *Crossroads Café* Implementation Florida goes beyond the scope of traditional ESL Instruction. Florida Human Resources Development, Inc. recognizes that adult ESL learners often require service beyond English instruction; their needs may also include workplace readiness, functional literacy, interpersonal communication, and alternative educational models. The executive director and training specialist sought to prepare ESL field experts to recognize as many different needs of adult learners as possible and to encourage the use of the content-rich *Crossroads Café* Program to address as many of those needs as possible. In addition, Florida Human Resources Development, Inc. saw the potential to interface *Crossroads Café* curriculum with other populations of adult learners who share similar needs.

Train the Trainer Development

Due to the diverse educational backgrounds and high turnover of ESL practitioners in the state of Florida, Florida Human Resources Development, Inc. determined the key to *Crossroads Café*'s success would be a true implementation approach, which means awareness through training, practice through use, and support through follow-up training. The most important decision made during the planning phase of the project was to require all interested parties to attend inservice training workshops before receiving *Crossroads Café* materials; thus, training became the means to videos distribution. The rationale was founded on the belief that innovative materials are more likely to be used properly and to their full potential if practitioners have an opportunity to work with the materials in a controlled setting. Another goal of training workshops was to have participants explore new applications for the materials as well as to identify new target populations. A team of regional ESL professionals from the pilot counties were charged with the task of designing strategic implementation plans specific for their pilot counties and to aggressively deliver awareness and inservice training workshops in their regions. At preliminary Train the Trainer workshops, the Florida Human Resources Development, Inc. team explored possible strategic plans and designed workshops. Later, they met to assess the year, to determine future training needs, and to identify the next step in the implementation process as follow-up workshops for organizations currently using the *Crossroads Café* materials.

"We need to not only demonstrate how to use Crossroads Café to teach English, but also to emphasize the variety of uses the materials can have in addressing the needs of adult learners. The more ways we can demonstrate use of the materials, the more effective Crossroads Café is going to be in changing the lives of adult learners in the State of Florida."

—R. F.

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Components of Training

Although all trainers organized their workshops differently, unstructured interviews and peer observations performed by evaluators revealed the following common components:

Modeling is the process of demonstrating the desired technique or activity.

All trainers modeled techniques described in the *Crossroads Café* materials and used activities to cover workshop content. Trainers modeled jigsaw and Best Idea with workshop participants. This demonstrated that the trainers found modeling to be a valuable element of the session.

"I always model in training what I want the teachers to do with their students."

"Make it fun for the instructors, and they will make it fun for the students."

Practice involves trying out a new skill, technique or activity in a controlled setting.

All trainers interviewed reported that practice was an efficient way to acquire new skills and approaches. Participants practiced Think-Pair-Share, Role Play, and Information Gap activities in pairs or in cooperative groups. Unless the workshop was considered an "awareness presentation", participants were engaged in practice during the workshops. Awareness presentations were shorter and generally used to encourage audience members to schedule longer inservice training workshops at another time. Videos were typically not distributed at awareness presentations.

"Participants seem to enjoy the actual "doing" part of the workshop—roll up your sleeves and get to work."

"They feel more confident after they get a chance to try it themselves."

Coaching for Application is direct discussion about how to use and implement theory and practice.

Brainstorming and sharing about specific programs and how best to adapt the *Crossroads Café* resources to meet special needs was beneficial to all participants. It served two purposes— to help participants focus on effective implementation in their own programs, and to learn ways to serve new populations. Most trainers emphasized the traditional classroom model of implementation in the first phase of their strategic plans. Other, less traditional audiences were often reached through these established institutions. Examples of new populations suggested by workshop participants are listed in Part III.

"To make Crossroads Café work successfully in Florida, we are taking a true implementation approach, which means awareness through training, hands-on practice through use, and support through follow-up training."

— R.F.

"One goal of training is to encourage people to explore new applications for the materials; everybody brings something to the table, and we certainly gain from them new ideas for doing other things. They learn, we learn."

—R. F.

"I try to learn about my audience and their special needs as much as possible before the presentation."

"I schedule two sessions with participants. In the first session, I present theory, demonstrate a lesson and have participants practice. In the second session, I go to the site and coach teachers and students in effective practices."

Feedback involves a system whereby trainers have an opportunity to reflect on their presentation style. Feedback can be self-administered, provided by observers or given by peers.

Feedback on *Crossroads Café* workshops took place in both structured and unstructured forms. All trainers used circle choice evaluation forms at the conclusion of their workshops as a structured feedback measure. Pre/post tests were another structured format employed. All trainers used unstructured, oral question and answer opportunities to elicit more feedback from participants.

Presentation of theory involves describing the theory, or the rationale, supporting teaching techniques.

While few trainers addressed this topic explicitly, some trainers used techniques to exemplify theory. Most trainers relied on the *Teaching with Crossroads Café* video to explain the theory behind the techniques. Others felt it necessary to add the rationale supporting distance learning to the workshop. In general, when team members considered theory, they said that they took their cues from the audience. Only one trainer considered the presentation of theory to be a vital component of her training workshop. She presented theory in training workshops, visited sites to help with the application of theory, and even encouraged new *Crossroads Café* users to observe teachers using the Communicative Approach.

"Theory is very important. Teachers have to experience a paradigm shift —from seeing language in parts (Grammar-Translation and Audio-Lingual Methods) to seeing language as a whole and focusing on communicating meaning (Communicative Approach.) If teachers don't make this shift, they lose adult students because adult learners have immediate needs for language. They don't have time to learn grammar rules for two years before they can mail a package at the post office!"

"If teachers don't understand the theory, they do the Communicative activities from the Teacher Resource Book, but then they fall back on grammar exercises for the rest of class. This is not all bad because some learners want that. The main thing is to know the needs of your students and be able to meet those needs. It helps to do this if teachers understand the theory behind the methods."

"Theory is very important. Teachers have to experience a paradigm shift —from seeing language in parts (Grammar-Translation and Audio-Lingual methods) to seeing language as a whole and focusing on communicating meaning (Communicative Approach). If teachers don't make this shift, they lose adult students because adult learners have immediate needs for language. They don't have time to learn grammar rules for two years before they can mail a package at the post office!"

—Trainer

Common Strengths:

Interviews revealed that the training team members shared common strengths. The following list summarizes their effective training characteristics. Quotes from the trainers confirm the evaluators findings. Quotes are not identified by trainer nor by county to provide anonymity.

Trainers are...

- creative with presentation and implementation.
- enthusiastic.
- knowledgeable in their field and understand the needs of adult learners.
- always seeking to make their presentations better.
- eager to personalize presentation material.
- are passionate about the quality of *Crossroads Café*.
- genuinely concerned about improving educational service to adult learners.

Comments from the training team...

"Handing a teacher, who is new to ESL, a Teacher Resource Book is like handing over an effective teacher training program."

"I encourage program directors to give Crossroads Café to less dynamic teachers. The Teacher Resource Book gives less creative teachers a fuller range of activities to use with students."

"When executed properly, Crossroads Café helps make classes more participatory"

"It is nice to be involved in something I believe in."

"Many Adult Education teachers work all day then teach at night. I tell them that the Teacher Resource Book is their biggest friend. If they are short on time, they can read the Teacher's Resource Book over a burger and coke and have a pedagogically sound lesson ready in 30 minutes."

"I feel fortunate to have this program to share. It is the best I've seen in 16 years as an ESL teacher."

"When we created the training team, we wanted to choose excellent people and expect excellence; that's what we got."

—R. F.

Immediate Evaluation

Immediate evaluation was helpful in assessing the organization and mechanics of Crossroads Café training workshops. The goals of immediate evaluation were to improve training methods, to assess the value of content, and to learn from workshop participants. The Florida Human Resources Development, Inc. team generated a number of evaluation forms. All were brief, limited to one page containing the vital elements of immediate evaluation such as date, location, presenter qualities, organization, participation and content. An example of the most common circle-choice form can be found in the appendix. The results of workshop evaluations can be summarized as follows:

Workshop Circle Choice Form Summary and Statistics

When workshop participants were asked to rate their Crossroads Café training experience on a scale of 1 to 5, the evaluators found the responses to be overwhelmingly positive.

Presenter

Participants were asked to rate the trainer's overall presentation skills; elements such as *prepared, enthusiastic, clear, knowledgeable* and *effective* were rated. The statistics below illustrate that from a sample size of 616, 94% of the respondents found their trainer to be an *excellent* or *near excellent* presenter.

Organization

When asked to rate the organization of the workshop in terms of overall session, activities and objectives, respondents found the workshops they attended to be well organized. From a sample size of 588, 94% of the respondents found the organization of the training sessions to be *excellent* or *near excellent.*

Opportunity for interaction

Out of 573 Participants, 86 % rated their opportunity for interaction with the trainer as well as with each other to be *excellent* or *near excellent.* It should be noted here that the time frame for workshops varied from 1 1/2 hr. to 3 hrs. depending on the context of the presentation. Participants attending longer workshops rated interaction opportunity higher than those who attended shorter workshops.

Value of Content

When asked to rate the overall value of the workshop content in terms of information, relevance, usefulness, and helpfulness, 75% of the respondents found the content *extremely valuable.*

Location

Location of workshops were rated in terms of proximity to place of employment and/or convenience as in concurrence with a professional conference or other training event. Of 297 participants who responded, 74% found the workshop locations to be *excellent* or *near excellent.*

Table 1 — Immediate Evaluation Results Presented in Percentages

Item	Excellent 5	4	3	2	Poor 1	Total Respondents	Percentage
Presenter	71	23	5	1	0	616	100
Organization	68	26	6	*	0	588	100
Opportunity for Interaction	63	22	14	1	*	573	100
Value of Content	54	21	25	*	0	902	100
Location	53	21	21	5	*	297	100

* percentages below 0.5% not recorded.
Raw data compiled by Mary Puleo

Table 1 graphically represents a summary of immediate evaluations of *Crossroads Café* workshops as indicated by circle-choice evaluation forms.

Significant Participant Comments

Significant Participant Comments written on evaluation forms were grouped in the following categories: (1) anticipated impact on program, (2) most effective aspect of workshop, (3) new populations and (4) recommendations to improve workshop.

Anticipated Impact on Program:

Regarding the anticipated impact on programs, workshop participants felt that Crossroads Café training would:

- increase interaction.
- increase retention.
- increase listening comprehension.
- add variety to existing curriculum.
- reinforce other skills.
- encourage the use of new methods
- generate interest.
- provide new ways to introduce life skills.
- help students who miss class, because they could take videos home and keep up.

Anticipated Impact

Most Effective Aspect of Workshop:

Regarding the most effective aspect of their *Crossroads Café* training, participants felt that the workshop provided:

- new techniques to use with students.
- free videos!
- excellent explanations and demonstrations.
- approachable trainers.
- practice working with print materials.

Most Effective

New Population:

Regarding new populations, participants thought the curriculum would be appropriate with:

- high school drop-outs
- high schools/ middle schools
- Head Start/Even Start
- correctional facilities
- low-literacy native English speaking adults
- adults with learning disabilities
- for cultural awareness
- English students in other counties
- senior centers
- homeless shelters

New Populations

Recommendations to improve workshops:

Regarding suggestions to improve future workshops, participants wanted:

- more time (workshop length varied)
- print materials available at workshops.
- Teacher Resource Books distributed with videos

Improvements

Findings and Recommendations

Findings

In summary, the evaluators determined through the use of unstructured interviews and observations that the Florida Human Resources Development, Inc. trainers are a competent team. Training philosophy and Train the Trainer development increased the scope of traditional ESL training to include non-traditional ESL and adult education. Although all trainers organized their workshops differently, the workshops included common components such as presentation of theory, modeling, practice, feedback and evaluation. Interviews also revealed that effective trainers shared common strengths. They are creative, enthusiastic, knowledgeable, understanding, eager, concerned, passionate and always seeking to make their presentations better. They have done an exemplary job in promoting the Crossroads Café English Learning Program with integrity.

The response of workshop participants to training has been overwhelmingly positive. Immediate evaluation through the use of circle-choice evaluation forms indicated that participants believed the training workshops were helpful and complete. In fact, when rating workshop components (e.g., presentation skills, organization, opportunity for interaction, value of content and location of event), participants judged their experience to be *excellent* or *near excellent*. Significant comments from participants indicated that trainees felt the training would positively impact their programs. They also listed the most effective aspects of workshops and made recommendations for improving future workshops. In addition, participants suggested new populations for whom *Crossroads Café* might be useful. Based on immediate evaluation, the researchers concur that *Crossroads Café* training workshops were valuable experiences for participants and provided an opportunity for the trainer and participant to learn from each other.

Summary

- *Train the Trainer workshops produced effective workshops.*
- *Trainers were competent and shared common strengths.*
- *Participants' contributions were valuable for improving workshops as well as targeting new populations.*

Recommendations

Feedback

Feedback is a strong determiner of training quality and, in general, must remain consistent and on-going to achieve lasting effects. Therefore, the evaluators encourage the continued practice of participant evaluation and, in addition, suggest trainers formalize self- or peer-evaluations to document strengths and successes. Records of this nature are beneficial in the process of training development.

Presentation of theory

Presentation of theory is often an unpopular area of training, and it is true that without practical application and practice, theory is of little use to the trainee. However, in combination with other training components, it appears to boost conceptual control, skill development and the transfer of skills (Joyce and Showers,

Recommendations

- *Formalize self -or peer-evaluations to document strengths and successes.*
- *Incorporate the presentation of theory into their workshops.*

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1980.) The evaluators, therefore, suggest that the trainers make a more direct effort to incorporate the presentation of theory into their workshops. The evaluators rarely heard negative criticism from students about *Crossroads Café*, but when they did, it was directly related to the failure of the instructor to execute the curriculum in a way that was consistent with the Communicative Approach. Perhaps discussing theory at the end of the workshop, rather than at the beginning, is less intimidating and more meaningful to participants. Trainers might address theory again with teachers and students in follow-up, on-site training as one trainer did.

Workshop Improvements

Regarding suggestions to improve future workshops, participants wanted more time, print materials available at workshops and Teacher Resource Book distribution with workshops.

Establish Guidelines for Workshop Length

Event schedules influence the length of time available for *Crossroads Café* Workshops. Therefore, the evaluators suggest the Florida Human Resources Development, Inc. training team establish workshop modules to accomodate flexible time schedules. Workshop modules might be combined to fill longer time frames. Modules might be Awareness 1.5 hours, with Practice 2.5 hours and with Coaching for Applicability 3 hours.

Data Collection Improvements

The evaluators recommend that, for the future, the Florida Human Resources Development, Inc. team develop one unified form to be used in all counties. This would make statistical analysis less cumbersome and more meaningful. Further, because a significant number of participants did not complete evaluation forms, the evaluators suggest addressing this problem at Train the Trainer planning meetings. Perhaps the team could create a more efficient system for the collecting of evaluation forms and/or redesign the evaluation form to generate more interest. Reflecting the theme of the workshop on the evaluation form might be humorous and may increase participant involvement; for example, questions could replicate a restaurant comment card.

Follow-up training

Follow-up training has already been expressed as a need by the trainers, and the evaluators applaud this effort. One trainer has been doing follow-up training on her own and has valuable comments to share with the group at future Train the Trainer meetings regarding coaching for application and presentation of theory. Possible options for further follow-up training are program support networks, reunion meetings, homepage chat rooms and program site observations. Trainers might also consider developing a systematic referral system between regions to share tips, workshop leads and ways to reach new populations.

Recommendations, continued

- *Establish guidelines for workshop length and materials distribution.*
- *Conduct follow-up training and create program support network.*
- *Develop an efficient data collection system.*

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Impact: Follow-up Evaluation of Training

Follow-up Evaluation Overview

Training evaluation provided valuable information to the evaluators. Florida Human Resources Development, Inc. designed and utilized both immediate evaluation and follow-up evaluation processes. Immediate evaluation took place at the conclusion of workshops on circle-choice evaluation forms with an opportunity for additional comments. Follow-up evaluation was conducted through unstructured interviews and program observations. The goal of follow-up evaluation was to assess the impact of training through the use of *Crossroads Café* materials on ESL practitioners and students.

Follow up Evaluation

Part III describes the programs which were chosen as part of the follow-up evaluation study, analyzes the practitioners and students interviews, identifies effective practices, provides quotes for unstructured interviews and presents evaluators findings and recommendations for future training workshops. The goal of follow-up evaluationwas to address the effects of *Crossroads Café* on adult ESL programs, instructors, and learners. Classroom observations and unstructured interviews with instructors and learners were conducted at program sites. Teacher and student implementation of the *Crossroads Café* program were recorded as indicators of program effectiveness. Best practices were identified in order to improve the effectiveness of future practitioner training.

In a study such as this, it is not possible to isolate the relative impact that curriculum, practitioner, and student variables have on program effectiveness or satisfaction. Consequently, the present follow-up study opted to report teacher and student impressions as significant indicators of effective training. The results of practitioner and student interviews clearly indicated a strong correlation between workshop training completion and successful use of the *Crossroads Café* English Learning Program.

WHAT'S ON THE MENU:

- *Follow-up Evaluation Overview*
- *Program Profiles*
- *Analysis of Practitioner and Student Interviews*
  (1) Overall impressions,
  (2) Effective practices,
  (3)Common themes.
- *Findings and Recommendations*

"Evaluation is the process of determining the effect, through immediate evaluation, of identifiable aspects of training on participants, and of determining through follow-up evaluation the effect of participants' training on their students."

(Kathleen Santopietro-Weddel, 1994)

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Follow-up Evaluation Program Profiles:

The evaluators visited adult ESL programs in the five pilot counties (Dade, Broward, Palm Beach, Orange, and Hillsborough) as well as Sarasota county. Sarasota County was added to this study for supplementary data after the evaluators discovered Hillsborough practitioners had not been trained. The programs varied by site, model of implementation, proficiency level, and use of materials as supplemental (s) or exclusive (e) curriculum.

Dade County: The evaluator observed programs at two sites. The first program was located in the public library and the second program at the workplace. The classroom model of implementation was used with multi-level (intermediate-advanced) students in both cases. In the library setting, the *Crossroads Café* curriculum was used as a supplement (s), and at the workplace *Crossroads Café* materials were used exclusively (e). A total of 11 learners and 2 practitioners were interviewed.

Broward County: The evaluator observed at an adult school in a classroom setting. *Crossroads Café* curriculum was used exclusively with an intermediate group of students. A total of 5 students and 2 practitioners were interviewed.

Palm Beach County: The evaluator observed at an adult school in an intermediate, classroom setting where *Crossroads Café* was used as a supplement. A total of 9 students and 3 practitioners were interviewed.

Orange County: The evaluator observed programs at two sites. The first location was at a vocational and technical school where *Crossroads Café* was used as a supplement in a multi-level (beginner -intermediate), classroom setting. The second observation site was located in the workplace where *Crossroads Café* was used exclusively with a multi-level (beginner-advanced) group of learners in an informal hybrid model. A total of 11 students and 5 practitioners were interviewed.

Hillsborough County: The evaluator investigated two sites; (1) an adult high school used *Crossroads Café* as a supplement in an intermediate, classroom setting, and (2) a hybrid model program met at the mall where *Crossroads Café* was used exclusively with multi-level (beginning-advanced) groups. A total of 5 learners and 2 practitioners were interviewed.

Sarasota County: Evaluators interviewed 4 practitioners representing 3 programs— a vocational and technical school, and two community-based programs. At the vocational and technical, *Crossroads Café* was used as a supplement in an intermediate classroom. At the community-based locations, Crossroads Café materials were used exclusively with multi-level (beginner-advanced) classes.

"Whether or not training goals have been met ultimately affects the learner."

(Santopietro-Weddel, 1994)

The evaluators found that when materials were used, as they were designed to be used they exert a direct, positive influence in both classroom and one-to-one settings, and hence on the way students learn.

Interviews

Counties	*6*
Programs	*11*
Practitioners	*18*
Learners	*47*

TABLE 2 — FOLLOW-UP EVALUATION PROGRAM PROFILES

PROFILE / PILOT COUNTIES	SITE	IMPLEMENTATION MODEL	(E) EXCLUSIVE OR (S) SUPPLEMENTAL CURRICULUM	LEVEL	NUMBER OF LEARNERS INTERVIEWED	NUMBER OF PRACTITIONERS INTERVIEWED
DADE	LIBRARY	CLASSROOM	s	MULTI-LEVEL (Intermediate-Adv)	11	2
	WORKPLACE	CLASSROOM	e	MULTI-LEVEL (INTERMEDIATE-ADV)		
BROWARD	SCHOOL	CLASSROOM	e	INTERMEDIATE	5	2
PALM BEACH	SCHOOL	CLASSROOM	s	INTERMEDIATE	9	3
ORANGE	SCHOOL	CLASSROOM	s	MULTI-LEVEL (INTERMEDIATE-ADV)	11	5
	WORKPLACE	HYBRID	e	MULTI-LEVEL (INTERMEDIATE-ADV)		
HILLS-BOROUGH	SCHOOL	CLASSROOM	s	INTERMEDIATE	5	2
	MALL	HYBRID	e	MULTI-LEVEL (INTERMEDIATE-ADV)		
SARASOTA	SCHOOL	CLASSROOM	s	INTERMEDIATE	6	4
	COMMUNITY-BASED	CLASSROOM	e	MULTI-LEVEL (INTERMEDIATE-ADV)		
	COMMUNITY-BASED	CLASSROOM	e	MULTI-LEVEL (INTERMEDIATE-ADV)		

Table 2 graphically profiles the follow-up evaluation programs by county versus site, implementation model, use of materials as supplemental (s) or exclusive (e), student proficiency level, and number of learners interviewed.

FOLLOW-UP: NARRATIVE ANALYSIS & FINDINGS OF PRACTITIONER AND STUDENT INTERVIEWS (SEE PAGE 8 FOR PROBES)

The evaluators report their findings on program impact in three parts: (1) overall impressions, (2) effective practices, and (3) common themes. First, the overall impact of *Crossroads Café* English Learning Program is presented which includes a narrative analysis of practitioners' and learners' interviews combined. Then effective practices employed with the videos, Worktext, and Photo Stories are presented. Last, under common themes, the evaluators relay practitioners' and learners' comments verbatim. The practitioners' and learners' quotes are grouped into four broad categories consisting of relevance to needs, affective factors, progress, and indicators of applicability.

Impression of Crossroads Café Materials

Overall Impression

Interviews revealed that *Crossroads Café* was received enthusiastically and was thought to be an effective tool for teaching English to adult ESL students. Of the numerous reasons for success, the following were mentioned most frequently: product quality, adaptable format, identification with characters, and relevant content.

Reasons for success

- *product quality,*
- *adaptable format,*
- *identification with characters, and*
- *relevant content.*

Product Quality

Practitioners and students found the combination of professionally-produced videos and closely related print materials both highly entertaining and effective. Both groups appreciated the quality of the video episodes and the print materials with full-color photos, and they felt the quality enhanced the ease of use.

Adaptable, User friendly Format

The multi-level format and rich, cultural content of the materials made them easily adaptable to a variety of programs. Programs with open enrollment liked the fact that, although the *Crossroads Café* episodes were sequential, learners were able to successfully join the class at any point throughout the series. Workplace and community-based organizations found the curriculum worked well with all their students and added that the setting of *Crossroads Café* is especially appropriate since some of the characters are employed immigrants working in a multicultural setting.

The multi-level format and rich, cultural content of the materials made them easily adaptable to a variety of programs.

Teachers believed that the user-friendly format of *Crossroads Café* resulted in the learner progress they saw in all areas of English language proficiency. Students also attributed their progress to the self-directed format *Crossroads Café* curriculum. *Crossroads Café* was reported by both practitioners and learners to help develop all language skills, especially listening and speaking.

Students also attributed their progress to the self-directed format.

Teachers noted that the Teacher Resource Book with reproducible masters made planning and teaching easier. Practitioners observed that learner interest and participation increased noticeably when using *Crossroads Café* as opposed to using other materials. Students echoed this observation by stating that they felt instruction was more participatory and instructors were more interesting when *Crossroads Café* was used over other curricula. Teachers frequently stated that the program format was so well designed and complete that they needed very little planning time and rarely, if ever, felt a need to develop additional materials.

Identification with Characters

Practitioners commented that learners identified strongly with intergenerational, immigrant characters which motivated them in the pursuit of greater English language proficiency. Instructors reported, and learners confirmed, that learners became "hooked" on the characters and story line, and this motivated them to come to class and to study at home. Teachers also said that students who had been chronically late for class were no longer tardy when class opened with a *Crossroads Café* episode.

. . . learners became "hooked" on the characters and story line, and this motivated them to come to class and to study at home.

This identification with the characters also helped produce a sense of community in the classroom and the workplace. Both instructors and students frequently referred to their class as a family or even as part of the "Crossroads family."

Identification with the characters helped produce a sense of community in the classroom and the workplace.

Relevant Content

Practitioners and learners repeatedly stated that the language being learned was language they needed and could use immediately in the community and workplace. Both teachers and students appreciated the use of common idioms and accents. They noted that when the language learned in class was limited to "textbook" English, without variation, it was difficult to communicate outside of the academic setting. Although the speech rate on the videos was thought to be challenging, instructors and learners both indicated that learners needed exposure to English spoken at a normal rate of speech. All learners interviewed thought the videos were easier to understand than typical television shows and movies.

. . . language being learned could be used immediately in the community and workplace.

Overall, practitioners and learners found that the product quality, adaptable, user-friendly format, characters and relevant content in the context of an engaging story made learning more successful. The evaluators found *Crossroads Café* users are enthused about the English learning program and referred to the materials as a wise investment.

Effective Practices

Effective Use of Videos:

Facilitated and Repetitive Viewing:

All programs found it beneficial for learners to view each *Crossroads Café* episode with a facilitator at least once. The facilitator helped learners by stopping the video at natural scene breaks to answer questions, to explain idioms, and to check comprehension. It was most helpful for students to then view episodes repeatedly in a home or lab setting. Most teachers and learners felt viewing each episode three times was adequate for intermediate learners and recommended that beginners should view episodes more often if possible. Student interviews revealed that students concurred with this opinion.

The facilitator helped learners by stopping the video at natural scene breaks to answer questions, to explain idioms, and to check comprehension.

Opportunity for Free Expression:

Students said they liked an opportunity for free, informal discussions after viewing new episodes. While one instructor scheduled a class break after the video to allow students time to discuss the episode amongst themselves, other practitioners held open discussion as post viewing activities. Many instructors said they found using an informal discussions about episodes as a class warm-up activity was more effective than other informal warm-up discussion topics. The resounding feedback from practitioners and learners indicated that Crossroads Café stimulates spontaneous , less-inhibited conversation.

Crossroads Café stimulates spontaneous , less-inhibited conversation.

Entire lessons were structured around Wordplay and Culture Clips.

Culture Clip and Wordplay:

Most instructors structured entire lessons around *Wordplay* and *Culture Clip* segments of the video. Some instructors supplemented *Wordplay* language functions with additional grammar exercises and others relied on Teacher Resource Book activities to explore language functions in greater depth. Advanced and intermediate students were more successful understanding the *Culture Clip* than were beginners, and held class and small group discussions about socio-cultural issues broached in *Culture Clip*. Some beginning students felt *Culture Clip* was too difficult, and passively experienced this portion of the video.

Time, repeated viewing, working with related print materials and multilevel group settings assisted beginning learners to understand episodes and gain confidence.

Proficiency Level:

Regarding level, the evaluators found intermediate students were most satisfied with the level of English Language difficulty while beginners experienced some difficulty understanding the videos. Beginners said they "felt lost" at the beginning, but time, repeated viewing, working with related print materials, and multilevel group settings assisted learners to understand more and gain confidence; practitioners confirmed this finding.

Instructors challenged advanced learners in some multi-level groups by asking them to compose summary and opinion paragraphs about episodes. Advanced students also reported to enjoy discussing alternative endings to episodes, or writing their own episodes together in small groups.

Closed Caption:

Practitioners had mixed feelings about closed caption. Some thought the subtitles could become a crutch for learners and chose not to use them, and others saw subtitles as an aid for developing literacy skills. Beginners and low-intermediate learners liked closed caption viewing and were also the first to suggest transcripts or audiotapes of the episodes be made available for students. Some advanced speakers said that they found closed caption helped with reading skills, while others found closed caption distracting.

Effective Use of the Worktext:

The evaluators found the Worktext to be invaluable to most instructors and students.

All instructors interviewed encouraged students to try all the questions.

Multi-level:

Practitioners and students reported that the user-friendly format was easy to follow, and the star system worked well with multi-level groups. All instructors interviewed encouraged students to try all the questions rather than assigning 1*, 2*, and 3* questions to students by level of proficiency.

Individual Copies:

Without exception, students wanted to work in the Worktext outside of class. They either wanted to purchase their own copies of the Worktext or have them available for check out as students preferred to work in the Worktext at home and save the majority of class time for discussion and activities. Some teachers

worked with the Worktext in class until students were familiar with the format, then assigned chapters to be completed at home. One effective practice involved issuing certificates to students who completed all the chapters of the Worktext. The students in this program were clearly motivated to complete their Worktexts.

Home use:

The Worktext was reportedly used by some learners at home with family and friends who did not come to class. Many students said that they enjoy watching episodes on television and using the Worktext with family and friends. Unfortunately, some students weren't able to take Worktexts home and didn't know where to buy them. None of the students interviewed knew about the Partner Guide.

Learners at all levels told the evaluators that they found the Photo Stories helpful.

Effective use of Photo Stories

Comprehension:

Although the Photo Stories were developed as an aid to lower level learners, learners at all levels told the evaluators that they found the Photo Stories helpful. Seeing the scenes both in the text and on the videos helped learners comprehension of the videos, and conversely, the videos helped learners apply meaning to text. Lower level students referred to the Photo Stories as a help with comprehending the story line, while more proficient speakers thought the Photo Stories helped with reading.

Photo Stories provided excellent previewing as well as post viewing activities

Vocabulary:

Equally important, students reported that the picture dictionary presented in the Photo Stories was a more productive way to increase their vocabularies than other methods of vocabulary building they had tried.

Uses:

Teachers reported that Photo Stories provided excellent previewing as well as post viewing activities. One instructor had students pose their own questions about an episode by looking at the Photo Stories. Then she had the students try to answer their own questions after viewing. Another instructor made transparencies from whited-out Photo Stories pages as a post viewing activity and had the students create the language that works in the bubble.

Participation:

All learners unanimously told evaluators that the activities in Photo Stories, especially role-play, increased interest and participation. Many learners had to use classroom sets of Photo Stories and did not have an opportunity to use books out of class. All learners voiced the desire to have individual copies of the Photo Stories, but individual copies were not necessary for the success of the program. Some learners didn't know how to buy Photo Stories and others knew, but simply could not afford the text. In summary, the evaluators found the Photo Stories were favorably received and an invaluable resource for increased comprehension vocabulary and participation.

Where Crossroads Café was used as a curriculum supplement, students preferred it to be used according to a schedule rather than sporadically.

Other Effective Practices and Suggestions:

During the course of the interviewing process, the evaluators recorded the practitioners' and students' suggestions for improving program effectiveness.

Predictable Schedule

Where *Crossroads Café* was used as a curriculum supplement, students preferred it to be used according to a schedule rather than sporadically.

Audio-tapes: Students suggested making audiocassettes of the episodes to listen to outside of class and when a television is not available.

Transcripts: Transcripts of episodes or idioms in written form were also frequently suggested.

Software: Many students thought the Worktext would make a great software program for the language lab or home use.

Counter: As antiquated VCRs do not have counters, or counters are often broken, practitioners wished the video counter numbers were superimposed on video tape to make locating specific portions of video easier.

Ineffective practices

For the most part, evaluators found practitioners using the *Crossroads Café* materials effectively. However, the evaluators did find a few practitioners misusing the materials and in these cases the students were not satisfied with the program. In one program where student reported *Crossroads Café* to be "boring" and a "waste of time," further questioning revealed that the instructor turned on the video in class and left the room. When he returned, students filled out worksheets copied from the Worktext, independently. During the break, he graded the papers, and he ended class with a review of the worksheet. No attempt to discuss plot was made, nor did he explain idioms and difficult vocabulary. In addition, there weren't any communicative or small group activities used in class.

A less extreme example of an untrained and unsuccessful teacher was one who tried the program, but reported that although she liked the videos, she "found the Photo Stories and Worktext virtually useless."

Other unsatisfactory uses of the materials included having more than two students trying to share texts, limiting the use of the Worktext to class time only, and viewing an episode only once. Students and teachers also found it frustrating when the copies of the videos were of poor quality or when antiquated equipment such as televisions without remotes or closed caption presented difficulty.

It was difficult to distinguish between the positive impact on learners from well trained educators versus the positive impact on learners from well developed materials. However, it was possible to see the negative impact of untrained educators and insufficient supplies or equipment on learners even when using otherwise superior materials.

It was possible to see the negative impact of untrained educators on learners even when using otherwise superior materials.

Practitioners' common themes

- *revelance to practitioners' and students' needs,*
- *affective considerations,*
- *student progress.*

Common Themes

Practitioners' Thoughts: In their own words

The evaluators grouped practitioners' quotes into four broad categories which are (1) relevance to practitioners' and students' needs, (2) affective considerations, (3) student progress, and (4) flexibility of use. Space made it impractical to include all the quotes that the evaluators collected; however, representative quotes from each county and program were listed. To protect the anonymity of the interviewees, quotes were not identified by person nor by county.

Relevance to Needs—

The evaluators found that practitioners brought similar needs to the interviews. They frequently mentioned that *Crossroads Café* had made their jobs more satisfying, and that the Teacher Resource Books were valuable. Furthermore, they suggested that *Crossroads Café* surpassed other curricula in meeting specific needs of their programs or what they perceived to be needs of their students. Retention was considered by the evaluators to be an indicator that students' needs were being met; and therefore, quotes relating to retention are grouped here.

Relevance of Crossroads Café

- *made their jobs more satisfying*
- *surpassed other curricula in meeting specific needs of their programs*

Meets Practitioner Needs:

"Crossroads Café is easier to use. There is little preparation time."

"It makes my job easy."

"Anytime you have more tools to work with, you feel more relaxed, more confident."

"As far as I'm concerned Crossroads Café is an unqualified success."

"The Teacher Resource Book is very teacher friendly. It makes my job easier."

"There is more than enough to do (regarding Teacher Resource Book)."

"I started using Crossroads Café before the books were available. I only had a Teacher's Resource Book. I stuck with the resource book and did fine."

"In this school system, the teachers of ESL don't get paid for preparation time, none, zero, zip. So, when 99% of the work is done for you, it is great. You look at it (the Teacher resource Book), think about it and you're ready."

Meets Program and Student Needs:

"It's adaptable, and it works well with a multi-level class."

"Crossroads Café covers reading, writing, and conversation. It covers it all!"

"We have an end of the year program where students can say what was most memorable about their ESL program. Approximately 98% said Crossroads Café is the thing they will remember most."

"We (our program) absolutely need Crossroads Café for listening and speaking; many of my students can read and write."

"For listening comprehension, this is great."

"A big plus is that students understand Crossroads Café material better than other materials. They know the characters and the format."

"The episode 'Fish out of Water' gave them an opportunity to talk about culture shock feelings. Some said they had never talked about it (culture shock) before; it was too traumatic. It was their first opportunity for cleansing. Some came to me later and said that they had never spoken to anyone about it before. They thought they were the only one who felt like they were on Mars or some where. And you know, they said they felt better about it. After the episode, they shared their experiences. One by one they all opened up. There wasn't a dry eye in the bunch."

"I tell them (students) that this is as close to real English as they as going to get in a classroom setting."

"Most materials talk down to students. These are materials they can relate to. That makes a difference."

Retention

"Students' attendance has increased."

"We retain more students because they don't like to miss a chapter."

"I would estimate a 25% increase in attendance."

"My students can just leave if they don't like class. I haven't had too many disappear!"

"One lady who had a history of attending sporadically came regularly when we started using Crossroads Café. She was really into the story, and she wanted to see what happened next."

Affective Considerations

Affective factors such as motivation, enthusiasm, self-praise, and lower anxiety have a strong influence on learning. The evaluators did not attempt to separate comments by specific affective factors, but rather the evaluators grouped comments in this category by teacher enthusiasm and perceived student enthusiasm.

Teacher Enthusiasm :

"We (students and teachers) connect with the actors. They become real to us."

"We started using it in August (1996), and I've been very successful with it."

"I think we will use it for a long time. It was a good investment."

"I was enthusiastic about it from day one. It's a fresh change."

"I've taught quite a long time in a variety of places, and I'm having a lot of fun with this. It's (teaching) all new again."

Affective factors have a strong influence of learning

- *Practitioner Enthusiasm*
- *Learner Enthusiasm*

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Practitioners' Perception of Student Enthusiasm:

"Every one of the students who has seen it likes it."

"One student watches every episode at home; her enthusiasm for it is wonderful."

"They can certainly relate strongly to the information."

"It's the only book we keep in the bookstore besides the dictionaries. It's the first time we've ever had students ask for a book. We keep them and they buy them because they like the series."

"Students look forward to Crossroads Café."

"Every episode was a winner. Sometimes the students applaud at the end."

"It's a very positive tool. The students like it very much."

"They (the students) get so wrapped up and identify so much with the people (characters in the videos) that they can't wait to talk. Before you know, it they are speaking spontaneously. They are not stopping to translate in their minds. They are just blurting it out! They don't even realize they are speaking English."

"It makes a difference in attitude. They literally stand up straighter."

"Sometimes they have been up since four in the morning. Crossroads Café is a real tool to get them motivated. They really get into the stories and the characters."

"It's sort of a break from their other work. The format is different from anything else. It's the change in medium that helps."

"They (students) get excited when they see the books on the table. Some even clap or cheer."

"The Photo Stories are good because the students are enthusiastic about role-play. They enjoy participating."

"They (students) interact with the stories and the characters. They are less inhibited and because they identify so strongly with the stories, they make spontaneous contributions (to class discussions.)

"You see strong emotions. They identify with the conflict."

Progress

The evaluators noticed that student progress was reported either quantitatively (e.g., statistics and test scores), or qualitatively (e.g., by observation of a learner's ability to demonstrate a new life skill.) Qualitative progress was reported by practitioners as the learner's ability to demonstrate a new life-skill. Practitioner quotes in this section are divided by quantitative progress and qualitative observations.

- *Quantitative Progress – test scores statistics*
- *Qualitative Progress – learners' ability to demonstraite a new life skill*

Quantitative Progress:

"Statistical data showed significant additional gain while Crossroads Café was being used over its not being used."

"Approximately 18 to 24 months of progress was shown in 18 weeks at TABE levels of 2.0 and above."

"Our school system tests students every six weeks on the TABE, and the students' grades have shot up. It was a surprise to me because it appears to be non-academic."

"The students' TABE scores went up."

Qualitative Observations:

"I had a hard time getting my students to write (before using Crossroads Café), but now they come and tell me that they wrote a letter to someone. They still don't like it (writing in class), but now they know they can do it."

"ESL classes (using Crossroads Café) create more turnover at lower positions. As they master different language skills, they move on to higher paying positions, but they stay with our organization (workplace) because they value the English classes."

" Improving their English skills improves every facet of their lives—not just in the classroom and not just on the job. On employee surveys, they write that improvements in their English language ability has helped them make new friends in the neighborhood, helped new employees on the job, read the newspaper and speak with grandchildren."

"Supervisors say that at first when the people (ESL workers) come (to their departments) they (the students) don't look them in the eye; they do their work and disappear. When they get into Crossroads Café classes, they loosen up. They aren't afraid of questions from co-workers, and they respond to the supervisors. If something goes wrong at work, they make an effort to explain it."

"Most of my students can't understand anything initially. I tell them to stick with it, and in two weeks they will understand almost everything. And they do—even the beginners!"

"My class is multi-level, so we cover the entire Worktext 1, 2* and 3* questions. The ones that don't understand the 3* questions just listen and learn. It surprises me how fast the lower ones progress. Soon they (beginners) answer 3* questions."*

"One of my students is 78 years old, and when she came in, she couldn't say: 'My name is...', and she is having conversations now (4 months later). Her vocabulary has just blossomed. She is comfortable with the language, and she is even coming close to the norm grammatically." (This teacher doesn't supplement with a grammar text.)

Flexibility of Use:

A significant number of the instructors' comments indicated that *Crossroads Café* could be used in different settings and for a variety of purposes. Programs used *Crossroads Café* creatively to serve traditional students in the classroom as well as non-traditional students at community-based organizations and in the workplace. Programs indicated that they used the materials to model appropriate behavior in the workplace and at home. Practitioners at every program mentioned using *Crossroads Café* for English teaching abroad. Indicators of applicability include using the program in a variety of setting, to model appropriate behavior and out of the target culture.

Flexibility of Use

- *Variety of setting: implied potential for hybridand Disance learning*
- *Appropriate behavior*
- *Outside U.S.*

Variety of Setting and Implied Potential for Hybrid and distance learning

"Crossroads Café has worked well in our workplace (hybrid) program where other materials have not, primarily because of the sporadic work schedules and the different levels in the class."

"With the videos and tapes available, students can help family members."

"Most of the students we get here are pretty poor. They often work two jobs a day if not three. If we didn't bring English classes to them, it (English instruction) wouldn't come at all." (workplace)

"I feel most of the people we have in this program are not the people you see in other adult education or community college setting because of the lifestyles that they lead." (workplace)

"I tell my students after they finish the first 13 episodes they are ready to go out and teach the series. They look panicked at first, but they are, really. I tell them to go out and find someone who doesn't speak English as well as they do and who can't get to school. Everyone knows someone like that."

"Some (students) do watch it on TV and enjoy watching at home. They often see episodes that they have already seen in class. They understand, so they feel good about it. They come to class and report."

"It's the first video tool I've used that I thought was worthwhile."

Appropriate Behavior:

"They work together in class, then they automatically work together in the workplace."

"Our ESL workers are hard working people and become good role models for other lower-skill level/entry level workers."

Use Outside the US:

"I hear a lot: 'I want to copy all of these (videos) so that I can send them home to Venezuela or some place.'

My student ask: 'Where can I buy the books so I can send them to my home country?' — Oh yeah, I hear that a lot."

Students' Thoughts: In their own words

Relevant to Needs

Students reported to the evaluators that the *Crossroads Café* curriculum met their needs for English learning. They commented frequently that the situations were relevant to their lives and the language they learned met functional needs.

Relevant to Students Needs

- *retention is an indicator that students' needs are being met*

Relate to situations and characters:

"We are immigrants. We have similar situations. We understand the characters because they are like us."

"The stories help us deal with our problems. For example, we learned that apartment managers have responsibility to us. This is real life in the Untied States."

"The themes are important for me to know."

"Sometimes I feel like the people in the story. The problems are the same."

"It's something we can use in real life. It IS real life."

"I like the situations. They show how many things can happen in this world and to take some precautions."

"It's practical, like 911, or with the police. A lot of people take advantage of people who don't speak the language."

"Sometimes with other books, you learn, but it is not how people are talking. But with Crossroads Café, we get the real language—some with the books and more with the video. We get the full complete words we can use. Good expressions!"

"Anywhere you are going, you can use the words in the videos and in the books. You can practice everywhere."

"Many people in this country have accents, and we have to learn English with these accents."

"The situations are good because sometimes we are afraid to go places or do things, like call 911, because it is different in our countries."

"The situations are real like we need to see and hear. I have similar situations."

"I like Rosa. She's natural. Her situation is natural."

"This composition is very good, because life in the United States is different. The movie is natural like we have it (life) here."

"People ask for conversation classes here, but we don't have them. This is a good substitution."

Retention and increased interest in class:

"Crossroads Café makes me want to come back (to class)."

"The stories are interesting. We always want to see what happens next."

"This is interesting. You have everything-grammar, pictures, etc. The other (books used in class) are boring. These are things that are happening in your life, so, the grammar is interesting."

"Sometimes I think the teacher is more interesting using this book."

Affective factors:

Affective factors such as motivation, enthusiasm, self-praise, and lower anxiety have a strong influence on learning. The evaluators found *Crossroads Café* students to be generally enthusiastic about the program. The evaluators did not separate comments by specific affective factors but rather recorded the comments as general enthusiasm.

"Crossroads Café works! Others should use it."

"I hope we get to see them all, and then I hope they make more."

"We all like (Crossroads Café) better than other classes, and other materials."

"It's more fun to learn now."

"I was transferred out of class because I knew too much English, I wish I could go back to see the rest of the shows."

"We always talk about it after class. It's fun"

I am happy when I see how everybody in the café works together. We are like a family here (in class) too."

"We're glad we're using it again this semester."

"The characters don't care that they have accents. They show that people understand what they are saying even with accents. I know I have an accent. It gives me confidence. I feel good about my accent."

"Crossroads Café is nice because it is like a family working together. And this is a good family. They talk about different situations. We are like a family in this class."

"I play it (the videos) again and again, and I catch it. I feel good, and I want to keep working on my own."

"Crossroads Café is hard for me at my level (low-intermediate), but I let it wash over me. It is good—this is good advice."

"I feel good because I understand. I feel happy with this (program)."

"Everyone is paying attention and participating. You have to listen to the others (students in class.)"

"Accents are okay. It's okay to have an accent."

Affective factors such as motivation, enthusiasm, self-praise, and lower anxiety have a strong influence on learning.

Progress:

The evaluators found that students perceived their progress in qualitative terms only; for example, by what others said, and by life skills, and by language functions. The evaluators noted that students often compared their progress using *Crossroads Café* with their progress using another ESL curriculum.

Students perceived their progress in qualitative terms only.

"This is a better than I've ever had, and I'm 64 years old! I'm learning more than in other classes."

"I tell my son about it. He's in college. He says that I have more English now than with other classes."

"Crossroads Café is better than other English programs. I'm learning more. It is the best for learning English."

" I am growing up—expressions, vocabulary, situations. It is like I am growing up with these people. That is what I feel."

"Sometimes I don't understand 100% the first time, but I watch again, and I understand."

"I understand the people (at work), but I no read. So, I familiarize myself with the conversation (in the video), then use the book. I am catching the system (reading)."

"When I see the pictures and see the words (closed caption), I get the pronunciation."

"Learning English is difficult. Sometimes I feel tired, and I feel bad. Then I feel better when I watch Crossroads Café because I understand something—like the idioms."

"I studied English in my country, but this (Crossroads Café) is different. I didn't learn so much there."

"I can listen to the English from people all over the world. I can understand them (out of class)."

" I can see, listen and repeat the sentences."

Flexibility of use:

The evaluators believe student comments indicate *Crossroads Café* will be successful using the hybrid and distance learning models. The student comments also indicate uses of the materials in non-traditional settings and with diverse populations of adult learners at work, with family, and friends.

Flexibility of use:

Student comments indicate Crossroads Café will be successful using the hybrid and distance learning models

Variety of Settings and Implied Potential for Hybrid and distance learning

"Crossroads Café shows us what we can do if we go to school."

"There are different cultures, but all can come together because they speak English."

"I tell my husband about it every time."

"We bring the tapes in blank, so the teacher can record. I like it because I can study at my house."

I've bought other books for classes, but couldn't go to class. I wanted to learn at home alone, but I couldn't. I can use Crossroads Café at my house alone."

"After I come home from work after 14 hours, I don't want to see a book. My eyes are tired, but I can watch TV; I guess everybody can do it." (Group nods in agreement to this statement.)

"Sometimes I say to my husband: "Come watch Crossroads Café with me (on PBS). My husband cannot come to class. He has to work. I tell him it (Crossroads Café) is very good for learning English. I can help him understand the stories."

"Sometimes I watch (on PBS) at home with my brother. His English is very good. He helps me. We talk about it. "

"I could take the book to my house after class and do it. After class I could practice at home with my family."

Appropriate Behavior:

"I find a lot of examples in this book of how to talk to my kids and wife. It shows how to use the right words, not angry or bad words with your family. I use it a lot for this. I learn a lot."

"It helps me at work; I work in a grocery store, and I learned how to talk to customers."

"I learn how to talk to people at my work."

Populations outside the US:

"I wish I had Crossroads Café when I studied English in my country."

"I told my family about Crossroads Café. We watched on PBS and talked about the situations. I said the words. We talk about it."

"This would be helpful in my country. They could use these in other countries."

Findings and Recommendations

Findings

Site observations and unstructured interviews took place at eleven sites in six counties (Dade, Broward, Palm Beach, Orange, Hillsborough, and Sarasota). Forty-seven learners and eighteen practitioners with extensive experience using *Crossroads Café* curriculum participated in unstructured interviews. The programs varied by site, implementation model, supplemental (s) or exclusive (e) use of materials, and by level.

Although the program profiles provided a wide range of variables, commonalities regarding the impact of *Crossroads Café* on practitioners and students emerged such as impressions of materials and effective practices with videos,

Summary

- *Follow-up evaluations: 6 Counties, 11 Sites, 47 Students, and 18 Practioners.*
- *Impact measured by:*
  - *Impressions*
  - *Effective Practices*
  - *Common Themes*
- *Product quality, adaptable, user-friendly format, and relevant content in the context of an engaging story made learning more successful.*

Worktexts and Photo Stories. The interviewers also reported the impact of *Crossroads Café* on practitioners' and students' in their own words. Verbatim comments were grouped in broad categories: (1) needs, (2) affective factors, (3) progress, and (4) flexibility of use.

Overall, the evaluators report that practitioners and learners found product quality, adaptable, user-friendly format, characters, and relevant content in the context of an engaging story made learning more successful. Effective practices used with the videos, Worktext and Photo Stories, influenced the impact the materials had on the learning environment and hence on practitioner and student success. The evaluators found *Crossroads Café* users believe the materials meet practitioner and student needs, are enthused about the English learning program, can name quantitative and qualitative indicators of student progress and see flexible uses for materials. Practitioners and students referred to the materials as a wise investment.

The evaluators surmise through follow-up evaluation measures that when practitioners used *Crossroads Café* materials in ways consistent with training, they exerted a direct and positive impact on the educational setting, and hence on the way students learn.

Summary, continued

- *Effective practices used with the videos, Worktext and Photo Stories, influenced the impact the materials had on the learning environment and hence on practitioner and student success.*
- *Crossroads Café users believe the materials meet practitioner and student needs.*

Recommendations

The evaluators advocate that trainers consider the following recommendations at Train the Trainer workshops to enhance the impact *Crossroads Café* has on practitioners and learners.

Need for Training

The evaluators noted a clear correlation between training participation and successful implementation of *Crossroads Café* curriculum. The researchers believe that the same qualities that make *Crossroads Café* successful (high-quality videos, closely related print materials, adaptable- user-friendly format and relevant content) make it deceiving to the practitioner. Because the materials seem so well designed, the new user might not realize that training is necessary. It is the job of the trainer to stress to workshop participants that if they distribute copies of the videos to untrained practitioners, they should make a commitment to support the new user.

Because the materials are so well designed, the new user might not realize that training is necessary. It is the job of the trainer to stress to workshop participants that if they distribute copies of the videos, they should make a commitment to support the untrained practitioner.

Training Support:

Trained practitioners can support their colleagues in a variety of ways. They might:

- Schedule mini-training sessions where they, acting as lead-teachers, cover workshop information—It is especially important to emphasize that the communicative and participatory concepts underpinning the *Crossroads Café* curriculum are essential for successful use of the materials.
- Encourage the new users to attend a convenient training workshop.

- Purchase the 12 min. *Teaching with Crossroads Café* video from IN•TELE•COM and keep it available at a central location for new users to view before implementing the program.
- Invite regional trainers to visit participants' organizations. At follow-up visits, trainers could observe and coach for application by offering suggestions for effective practices and of implementation of chosen program models.
- Invite new users to visit a successful *Crossroads Café* program.
- Volunteer to serve as a peer observer to the new user.
- Encourage new users to use self-evaluation to assess their progress using the materials.

TRAINERS CAN HELP REALIZE THESE PRACTICES BY:

- Stressing the need for training before using materials at the workshop.
- Encouraging trained instructors to act as lead teachers and facilitate other users.
- Providing trainer's name and phone number at workshops and encourage questions and future contact.
- Coaching for application by scheduling follow-up training and site visits to facilitate effective use of the curriculum.
- Distributing *Teaching with Crossroads Café* video with videos sets.
- Giving Florida Human Resources Development, Inc. homepage address for *Crossroads Cafe*. Explain that the homepage not only provides up-to-date information about training, but also provides a forum to exchange best ideas with program directors, practitioners and trainers. This selection on the menu is "Special of the Month from Rosa's Kitchen!"

Dissemination of Effective Practices

The training team might create helpful hand-outs for workshop participants based on the results of the first year's implementation. Hand -outs might include information on effective practices:

VIDEO

- Facilitate viewing at least once, pause video at natural scene break to check for comprehension. This is especially important with beginners.
- Provide opportunity for repetitive viewing by providing lab or lounge area for this purpose, copying blank tapes for students or developing a video check out system. Trainers might suggest practitioners enlist the help of local libraries or video stores as a means to this end. If purchasing blank tapes is an issue, organizations might consider materials grants for funding. Trainers could brainstorm about ways practitioners can coordinate programs with public television or other non-cable station providers.

Recommendations

- *Emphasize the need for on-going training and program support.*
- *Disseminate effective practices for use of videos and print materials.*
- *Consider the following topics as additional content for future workshops: learner needs assessment, sense of community and language learning, learning through hands-on experience, the unique characteristics of distance learning and use of technology.*

Practitioners should be aware that although all students interviewed had televisions and VCRs, the evaluators learned that only about 50% of them received cable stations.

- Copy tapes. During training, trainers can refer participants to local libraries or school systems for making copies.
- Facilitate discussion and free-expression after viewing. Helpful conversation starters are in the Worktext and Photo Stories.

ADAPT TO STUDENT PROFICIENCY LEVELS:

- Help beginners by providing lots of pre- and post-viewing activities, repetitive viewing opportunities and encouraging multi-level group work.
- Push advanced students by setting personal goals based on their needs and acting as peer tutors to beginning students, family and friends when possible.

PRINT MATERIALS:

Both the Worktext and the Photo Stories received high praise from teachers and students. Although the *Crossroads Café* videos can be used alone or just with the Teacher's Resource Book, trainers should encourage the use of all the components together when possible.

Hand-outs on effective practices with the print materials could include:

- Purchasing individual student copies of Worktexts for home use. If programs cannot afford this, learners should be aware of where they can purchase materials themselves, and they should also be exposed to the Partner Guide as an inexpensive alternative for home use with family and friends. Programs might set up a check-out system for students who cannot afford to purchase their own copies or look into additional program funding to cover materials.
- Encouraging practitioners to use meeting time for communicative activities from the Teacher Resource Book and Photo Stories, and save the Worktext for home use.
- Stressing the home component and independent learning potential for materials use.
- Using with multi-levels. In addition to the star system, trainers might explain that students can try to answer all questions. Lower-level questions serve as warm up for advanced students, and higher level questions expose beginners to advanced language use (Krashen).

Additional Content for Workshops

Both practitioners and students brought up common themes at unstructured interviews with the evaluators. The common themes are important, because they can help trainers determine the educational and training needs of the practitioners. Trainers should consider the following topics for future workshops:

Needs:

The evaluators found that learners rarely, if ever, performed learners' Needs Assessments. Workshop participants might be encouraged to do informal needs assessments regularly with their learners to be sure the practitioners are directing the use of the curriculum to meet the learners' goals.

Affective factors strongly influence learning. (Edge, 1993; Santopeitro-Weddel & Peyton 1991)

Affective factors:

Because affective factors strongly influence learning (Edge,1993; Santopeitro-Weddel & Peyton 1991), trainers might explain how *Crossroads Cafe* can be used to increase enthusiasm and to develop a sense of community. Research concurs that providing a social context for literacy education has a positive impact on language learning and is considered a positive practice (Wrigley, 1993). Because *Crossroads Café* naturally tends to build a sense of community in the classroom and in the workplace, practitioners should be aware of the importance of social context and use *Crossroads Café* to this end.

Research concurs that providing a social context for literacy education has a positive impact on language learning and is considered a positive practice.

(Wrigley, 1993)

Progress:

The evaluators noted that progress was reported informally, both quantitatively and qualitatively. Trainers might encourage practitioners to be more intentional about reporting and recording progress because including the students in the evaluation process is a strong motivation for continued learning (Wrigley, Santopietro, Peyton). Progress records and performance indicators are also helpful when securing funding. Trainers might include the topic of assessment in initial or follow-up training workshops. For qualitative assessment, practitioners should be aware of the competency-based check lists located at the beginning of each chapter in the Worktext. Trainers might also encourage practitioner to develop individual competency-based check lists with students. Many programs already used standardized quantitative assessment tool, but surprisingly most practitioners interviewed said that they were not aware of standardized test results, or if they were aware of student scores, they didn't share the results with their students. The evaluators feel strongly that trainers convey to practitioners that students should be apprised of their standardized test scores and the results of subsequent testing. Trainers should also mention in training workshops that *Crossroads Café* now has a companion assessment tool. Trainers might consider training on the assessment tool at follow-up workshops.

Including students in the evaluation process is a strong motivation for continued learning.

(Wrigley, Santopietro, Peyton)

Flexibility of use:

Practitioners should be made aware that learning through hands-on experience and using technology are two promising practices employed by innovative ESL programs (Wrigley, 1993). *Crossroads Café* lends itself easily to both of these approaches to literacy.

Learning through hands-on Experience:

Trainers might stress at workshops that the hands-on, activity-based approach to instruction behind *Crossroads Café* materials offers a strong advantage for developing work readiness and literacy skills. By participating in tasks that are not dependent on print, adults with few literacy skills can learn job related competencies and take advantage of their oral ability when applying meaning to text. During workshops, trainers should continue to mention that the very setting of the *Crossroads Café* provides fertile content for exploring and developing workplace and functional literacy programs.

Using Technology

"Video applications show great promise in literacy education. By providing a visual context for ideas, video communicates ideas independent of print (Wrigley, 1993). To stimulate programs to experiment with distance learning and hybrid settings, trainers might make a direct effort to communicate the unique characteristics that distance learning and video technology can provide such as providing visual context to accompany text and the ability to reach non-traditional students with difficult schedule, transportation and child care needs.

By participating in tasks that are not dependent on print, adults with few literacy skills can learn job related competencies and take advantage of their oral ability when applying meaning to text.

"Video applications show great promise in literacy education. By providing a visual context for ideas, video communicates ideas independent of print."

(Wrigley, 1993.)

Trainers might make a direct effort to communicate the unique characteristics that distance learning and video technology can provide.

Overview of Findings

The *Crossroads Café* English Learning Program has met with enormous success in the state of Florida. Program directors, practitioners and students alike have enthusiastically incorporated materials into their curriculum in an infinite number of creative ways, at all levels and in both the classroom and hybrid model programs. This evaluation analyzed the implementation of *Crossroads Café* by the Florida Department of Education in partnership with Florida Human Resources Development, Inc. Specifically, the evaluators examined management, training and the impact of training through follow-up evaluation (see Executive Summary, page 5).

An overview of successful implementation practices include :

- forming an effective partnership
- sharing a comprehensive vision
- employing a humanistic approach to implementation
- developing a competent ESL team of specialists in pilot counties
- creating individualized strategic plans for training
- using training workshops as a means for distributing materials
- letting individual organizations determine their implementation model
- using the adult education infrastructure in place to reach traditional as well as non-traditional learners
- targeting the classroom model for implementation in order to stimulate interest in the hybrid and distance learning models.
- using immediate and follow-up training evaluation to improve the effectiveness of implementation
- responding to feedback at every level throughout the process.

In more general terms, the evaluators found the success of Crossroads Cafe implementation in Florida to stem from an effort to keep the implementation process practitioner- and learner-centered where communication remained open and feedback was acknowledged.

Figure 6 — Crossroads Cafe Implementation: A practitioner- and learner-centered process

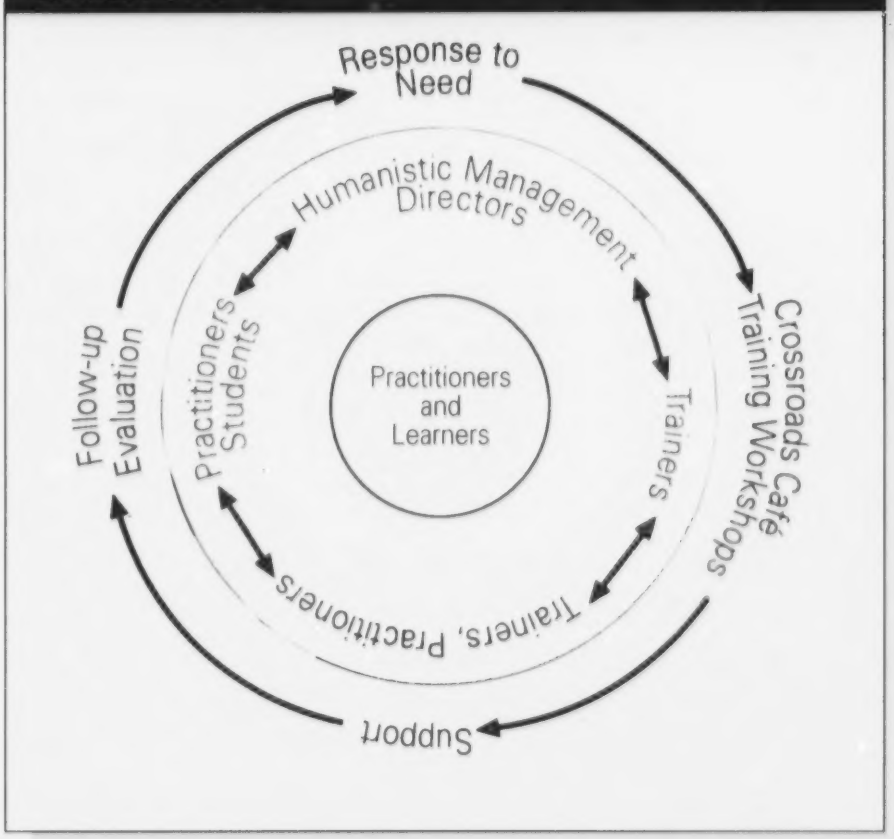

Figure 6 illustrates *Crossroads Café* Implementation as a process designed to meet the needs of practitioners and learners.

The Florida DOE and Florida Human Resources Development, Inc. used the *Crossroads Café* curriculum to respond to the diverse needs of adult learners in the state, and training workshops became a forum to address the continuing educational needs of practitioners. Regional ESL specialists in pilot counties acted as Trainers to distribute materials via training workshops and also provided local support to organizations. Directors elicited feedback through immediate and follow-up evaluation from trainers, practitioners and learners throughout the implementation process and respond to further needs.

Overall, *Crossroads Café* was found to be an innovative and effective approach to ESL instruction, and the evaluators believe this instructional program can be used to meet the diverse needs of adult learners in Florida when offered by trained practitioners through a variety of models including classroom, distance, and hybrid learning models.

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APPENDIX

SAMPLES OF WORKSHOP AND EVALUATION FORMS

- *–WORKSHOP AGENDA*
- *– CIRCLE-CHOICE IMMEDIATE EVALUATION FORM*
- *–TRAINER OBSERVATION AND STRUCTURED FEEDBACK FORM*
- *–TRAINER OBSERVATION AND STRUCTURED FEEDBACK FORM*

Menu

- Introduction / Background
- Collaborating Partners
- Video - *Teaching With Crossroads Café*
- Description of *Crossroads Café*
- "Before Watching" Activities
- Video - *Trading Places*
- Break
- "After Watching" Activities
- Jigsaw Activity
- Q&A
- Evaluation

EVALUATION

Date: _____

Site: _____

Please rate the following components of this Crossroads Café Orientation:

	Lowest				Highest
1. Location	1	2	3	4	5
2. Organization of the Event	1	2	3	4	5
3. Clarity of Presentation	1	2	3	4	5
4. Value of the Content	1	2	3	4	5
5. Pace of the Activities	1	2	3	4	5
6. Opportunity for Interaction	1	2	3	4	5
7. Overall	1	2	3	4	5

Will the Crossroads Café have an impact on your classroom? How?

_____

_____

_____

Comments or suggestions for improvement of this activity.

_____

_____

_____

Crossroads Cafe' Implementation Florida
Trainer Observation and Structured Feedback Form

Directions: Observer completes side one of observation form while participating in training session. After presentation, both observer and trainer complete side two of observation form together.

Location:_____ **Trainer's Name**_____

Attendance_____ **Date**_____ **Observer's Name**_____

Time	Activity	Participant Reaction	Affective Considerations * and Trainer's Strategies

65

66

*Affective Considerations: all physical and interpersonal experiences participants have during training. Affective considerations influence learning. (As defined by Kathleen Santopietro-Weddel)

designed by Teri McLean for FLORIDA HUMAN RESOURCES DEVELOPMENT, INC.

Crossroads Cafe' Implementation Florida Trainer Observation and Structured Feedback Form

Conclusions:

Observer and trainer review observations on side one of this form then discuss and record comments and conclusions. Observer and trainer list strengths and effective strategies in the (+) column and ideas for change in the (Δ) column.

+	Δ

Comments:

Because this observation may not represent the trainer's usual performance nor demonstrate a range of performance, the trainer has the opportunity to share effective activities, ideas and/or presenting strategies (s)he has used in the past that may not have been apparent at this observation.

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Observer's Signature _____ **Date** _____

Trainer's Signature _____ **Date** _____

Designed by Teri McLean for **FLORIDA HUMAN RESOURCES DEVELOPMENT, INC.© 1997**

Crossroads Cafe' Implementation Florida
Classroom Observation and Structured Feedback Form

Directions: Observer completes side one of observation form during class. After class meeting, both observer and teacher complete side two of observation form together.

Location:_____ **Teacher's Name**_____

Attendance_____ **Date**_____ **Observer's Name**_____

Time	Activity	Participant Reaction	Affective Considerations * and Trainer's Strategies

*Affective Considerations: all physical and interpersonal experiences participants have during training. Affective considerations influence learning. (As defined by Kathleen Santopietro-Weddel)

designed by Teri McLean for FLORIDA HUMAN RESOURCES DEVELOPMENT, INC.

Crossroads Cafe' Implementation Florida Classroom Observation and Structured Feedback Form

Conclusions:

Observer and teacher review observations on side one of this form then discuss and record comments and conclusions. Observer and teacher list strengths and effective strategies in the (+) column and ideas for change in the (▲) column.

+	△

Comments:

Because this observation may not represent the teacher's usual performance nor demonstrate range of performance, the teacher has the opportunity to share effective activities, ideas and/or presenting strategies (s)he has used in the past that may not have been apparent at the time of this observation.

BEST COPY AVAILABLE

Observer's Signature _____ **Date** _____

Trainer's Signature _____ **Date** _____

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